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ABSTRACT

This book provides information on 80 international, national, and regional academic competitions available to gifted students. An overview of characteristics of good competitions and ways to evaluate them is given. Competition and its impact on gifted and talented students are evaluated, and criteria are given for selecting and implementing competitions in light of students' strengths and weaknesses. Ways to anticipate and strategies to address potential problems are discussed. Descriptions of the individual competitions include information on how to contact the organizers, how to participate, costs, categories/content areas, ages/grade levels, status, team commitment, resources needed, and awards/benefits. Information is also included on how to find local and state programs not included in the book. Indexes of competitions by title and by subject area and level are provided. (CR)

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Academic Competitions for Gifted Students

Academic Competitions for Gifted Students

A Resource Book for Teachers and Parents

Mary K. Tallent-Runnels
Ann C. Candler-Lotven

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Preface

We believe that this book will be valuable for everyone who works with or lives with gifted children from kindergarten through Grade 12. It resulted from our need to help others find out about available competitions and to realize the joy of competing. Joining in the work of competition can challenge gifted children to go beyond the regular school curriculum occasionally in order to achieve their goals.

Gifted children can benefit from participation in academic competitions. However, many people know little or nothing about the many competitions suitable for gifted students that are offered throughout the country. This book is needed to serve as a vehicle for finding a quick, efficient way to locate and evaluate them.

Many of the competitions described in this book continue to grow every year. With decreased funding for schools, these programs become viable, less expensive alternatives or options in gifted programs. With a finite amount of money to spend in the schools, teachers need to make more informed choices about which competitions they might choose for their students. With the advent of site-based management, teachers are the ones who decide where much of the money will go.

This book will offer criteria for selecting and implementing competitions in light of students' strengths and weaknesses. It will be a handy reference to use to find out about competitions in several content areas for students from kindergarten through the 12th grade. After consulting several books that list names of competitions, we decided that what was needed was a book that would focus on academic competitions and also offer information to help teachers guide students through competition and avoid the possible negative effects of competing.

Therefore, the purpose of this book is to help teachers and parents find out about many academic competitions and to give them tips on how to use competitions in a beneficial manner with gifted children. Readers of this book will be able to find out about contact people and how to participate in each of the contests. In short, this book will enable parents and teachers to access these programs easily. Teachers and gifted program coordinators will be able to use our book as a quick, efficient way to locate information about competitions. We believe that our book will also be valuable to professors who teach courses in gifted education and want to learn about competitions; it will also help teachers learn about outlets allowing gifted children to compete in an area of interest.

The first chapter of this book is intended to provide an introduction and overview of characteristics of good competitions or ways to evaluate them. The second chapter discusses competition and its impact on gifted and talented students. Those who guide gifted students through competitions must understand how participation can affect these students. Specifically, we ask the reader to consider the role of competition in light of the characteristics and needs of gifted students. Ways to anticipate and avoid the potential problems with competition are identified and discussed, as well as strategies for maximizing the benefits of competitions. We want teachers and parents to help children believe that winning is not the sole goal of competition. The third chapter includes a description of each of the international, national, and regional competitions identified. The collection of contests is not intended to be exhaustive, and we hope readers will let us know of more. The fourth and final chapter provides information on finding local and state programs not included in our book. In this chapter, readers are empowered to learn more. Strategies for locating other sources of competitions are presented, along with directories to assist in contacting appropriate information sources. Finally, the book includes two indexes designed to aid in locating the competitions. The indexes group the competitions by content area, grade level, and title.

We are grateful to our graduate students Chi-Chan Lin, Duncan McGregor, Ellie Miller, Sandy Nes, and Lee Ann Nutt for helping us with research and with making sense of all the information we received. They spent countless hours contributing to this work. Thank you also to our expert typists, Peggy Attaway, Ruth Evans, Margaret Graham, and Shawnna Thomas. Finally, special thanks must go to Kimberly Wagner for her hard work and commitment to this project.

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About the Authors

Mary K. Tallent-Runnels is Associate Professor of Educational Psychology and Associate Dean in the College of Education at Texas Tech University. She has over 20 years of experience working with parents and teachers of gifted children and has worked with gifted children from the ages of 4 to 17. In addition to her time as both a public and private school teacher of gifted students and administrator of gifted programs, she is the former director of the Institute for the Gifted at Texas Tech University. She is the recipient of several teaching and research awards at both the public school and university levels. Her research interests are learning and study strategies and gifted children. She is the author of numerous articles in gifted and talented education including "Effects of the Future Problem Solving Program on Children's Concerns about the Future" published in *Gifted Child Quarterly* and "The Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability" published in *Contemporary Educational Psychology.* Her publications on learning strategies include "Psychometric Properties of the Learning and Study Strategies Inventory—High School Version" published in the *Journal of Experimental Education* and "A Comparison of Learning and Study Strategies of Gifted and Average-Ability Junior High Students" published in the *Journal for the Education of the Gifted.*

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1

Making Decisions About Competitive Programs for Gifted Students

When we began writing this book, we knew there were many wonderful contests and competitions out there, and we set out to find out about them. We narrowed our search to regional, national, and international competitions that we felt were suitable for bright, able youngsters. We then decided to exclude contests in the art, athletic, dance, and music areas. We know that competition in those areas is important, but we decided to limit our book to more academic competitions.

Our first step was to write for help in finding out about what was available. We wrote letters to all state directors of gifted programs and to all state department content-area specialists. The content areas we chose were computers, drama, foreign language, general problem solving, language arts, mathematics, science, social studies, and speech.

While we waited for replies from all these experts, we scoured newspapers and magazines every day for mention of contest winners. We asked our friends their ideas, and then we asked their friends. We called organizers of contests we already knew about. Then we began to follow suggestions given to us on ways to search for more information.

The state department specialists and the state gifted-program coordinators began to send us lots of information. Some sent brochures describing some contests and long lists of others. Some told us names of people to contact, and some even called to talk about more ideas. We followed up all their helpful leads, and more information came rolling in. Finally, we began to compile the information and check back with contest coordinators for missing information.

We were amazed at all the opportunities available to gifted students and to other students capable of competing in these programs. Even as we prepared to send the completed manuscript to the publisher, more ideas came in the mail. We are certainly aware that some very appropriate competitions have been left out. We hope that readers of this book who know about other contests will let us know, so we can compile even more information for a future edition. In the fourth chapter, we tell you how to get in touch with us, and we hope you do.

How to Use This Book

For every international, national, and regional program found in Chapter 3, we offer specific information in the following categories: (a) how and where to get information on the program; (b) a description of the program's scope, objectives, and offerings; (c) how to participate and the resources, including time and money, needed to do so; and (d) awards and benefits to be gained from participation.

A related feature of the book is the inclusion of two indexes to help you find appropriate programs. One of the indexes provides a listing by content areas sorted according to level: computers, drama, foreign language, general problem solving, language arts, mathematics, science, social studies, and speech. Obviously, numerous groupings could be employed to distinguish the level of competition: primary grades, intermediate grades, middle school, junior high, and senior high. The decision to avoid multiple groupings and use only two groups—elementary and secondary—was based on the fact that the other terms are used with varying frequency, depending on region and interest. The dual classification system is intended to promote ease of use. Those competitions and contests grouped and designated as elementary are for students in kindergarten through Grade 6. The secondary group refers to Grades 7 through 12. Within each program description, you will occasionally see junior and senior high used next to grade level. These terms were used when the contest brochure specified these levels. When the contests were restricted to particular grades, we noted that.

The second index is by title in alphabetical order. It will help you find information about programs that you wish to use. You may be looking for something specific or need to refer to one that you have already begun to use.

Characteristics of Good Competitions

In light of the many demands on time and money that we all face, it is important to make informed choices regarding contest participation. Obviously, not all competitive activities are equal. When trying to select the best competitions for your own use, it is important to have a set of criteria in mind. Your choice should be based on personal characteristics and goals. A good activity for one student might not be a good choice for another. Personality traits that may have a bearing include perception of self-worth, ability level, interests, goals, and ability to deal with stress, anxiety, and failure. Beyond personal considerations, the nature of the activity or event is an important issue. For example, the content area (e.g., mathematics, science, or language arts), as well as the age of the student for whom the competition is designed, should be considered. Also, the structure of the process or programmatic features may determine its appropriateness or at least give information to consider in the deliberation process. Characteristics to consider include the time line that is followed, whether it is a team or individual competition, what opportunities for interaction with others are available, and the types of awards offered—cash prizes, plaques, scholarships, and travel.

In selecting the best programs for your purposes, we offer seven general criteria that may be useful. These should be used together to evaluate programs. A low rating on one criterion or the absence of any one of the characteristics does not guarantee that the program is an inferior activity or that it should automatically be eliminated from further consideration. Depending on what you hope to gain from the competition, the absence of one or more of the criteria may not be a problem for you. However, low ratings on several items may be a good basis for not selecting one activity over another. Each of the criteria is discussed below.

1. Do students want to participate?

Competition entry and participation should be fun. If a contest does not appeal to potential entrants, either skip it or try to figure out why it is not appealing and attempt to change the attitude, but remember that not all competitions are for all people. Some competitions should be passed over because potential entrants are already involved in so many activities that they feel tired or are unable to give sufficient time and effort to another activity. Other reasons for skipping a competition are fear of failure and fear of being in front of a group. These are the types of reasons for not only skipping a competition but also working to identify the problem and overcome it.

2. *Does the contest have a clearly stated purpose?*

Unless someone is interested in competition for its own sake, the lack of a stated purpose is probably a basis for elimination from further consideration. If the purpose is stated, then the next step is to evaluate it in light of what one hopes to gain from the activity. Three questions to ask are the following:

1. Is the purpose consistent with my goals and objectives?
2. Is the competition in the correct content area?
3. Does it stress the area(s) of competition I desire?

For example, if someone's interest is in spelling, then a competition in problem solving may be passed up for one in that academic content area. However, if the interest is in public speaking, then something to build problem solving and reasoning skills might be a good idea. The overriding factor here might not be the goals of the competition but the needs of the individual.

3. *Does the competition offer resources to help participants prepare?*

Unlike the first criterion, a lack of resources is probably not a basis for automatic elimination. In fact, many of the very best contests do not offer any assistance. The availability of resources to assist in preparation moves a competition beyond the traditional image. When preparation resources are offered, then the competition is designed not only to provide a competitive environment but also to aid in skills acquisition. The types of resources that may be offered vary widely. Possibilities include the following:

Sample or practice exercises or problems

A bibliography of sources from which generally useful information about successful contest strategies can be gained

A full curriculum

Lists of study or preparation strategies

Sources of helpful information, such as motivational and relaxation exercises

Copies of old tests

Some resources are available upon request at no charge. Others are available for a fee, and their circulation may be restricted to school personnel or some other designated group.

4. Does the contest provide constructive feedback on performance?

Competitive activities can be more than just performance showcases where the best is recognized and the rest are overlooked. The provision of timely, constructive feedback to participants on performance is an asset that some competitions and contests offer. In a sense, all competitions give feedback. For many, this is restricted to information about whether or not the participant is an award or prize winner. The provision of that type of feedback can be interpreted as shifting the emphasis to demonstrating superior performance but not necessarily excellence. The best competitions promote excellence, not just winning or "beating" others. The emphasis on superiority is what we typically see as fostering a detrimental effect of competition. Performance feedback requires that the program go beyond the "win, place, or show" level of feedback. Information about performance can be very helpful, not only to the participant who does not win or place, but also to those who do.

Performance feedback is useful in several ways. First, it helps in understanding why one is or is not a winner. Second, it helps to hone skills for later competitions by refining skills and strategies. Third, it facilitates the adjustment of inaccurate perceptions of competence. Fourth, it assists in identifying areas of skill deficit. Feedback also provides guidance for performance in settings outside the specific contest or competition. Finally, it can soften the blow of losing if it lets the participant know that the performance was not all bad and that there were some high-quality features in it.

Do not assume that the feedback will necessarily be glowing and complimentary. The only restrictions are that it should not be degrading or overly critical and that it should be presented in a manner that is easy to interpret and process. It should give accurate information about why one's performance is rated as it is. In some instances, suggestions for improvement are presented. Such information may include the following:

An estimate of the degree to which the work met the task demands
Guidelines for better performance
Samples of model responses that are better
Strategies to employ in the competitive process
Methods for critiquing or checking one's own work
An answer key

Unfortunately, it is usually impossible for feedback from competitions and contests to give information about improvement over previous performance and relative ability.

5. Will participation help students acquire skills that are applicable elsewhere?

In addition to their stated purpose, some competitions foster group activity and experience focusing on a long-range goal and working toward it. Through group activity, such skills as cooperation, sharing of resources, collaboration, and other abilities can be acquired and expanded. The availability of such learning opportunities is an extra advantage that may positively influence a decision to participate in a competition. Learning to work in isolation and rely totally on yourself is important, but so is acquiring the ability to participate in a group. In one instance, Ali, who was a 4th grader, had been participating in a competition called Future Problem Solving (FPS) for a year. When he was asked what skills he had learned, he said that he had become a more tolerant person. He then explained that before he had participated in FPS, he had trouble working in groups because he did not believe that others had very good ideas. He preferred to work alone. However, after working with FPS in a team situation, he said that even others' worst ideas gave him ideas he would not have had otherwise.

Furthermore, the competitive process offers the opportunity to focus on a goal that may be accomplished only by hard work over a sustained period of time. Valuable skills related to delayed gratification and long-range planning may be products that are acquired in the competitive arena and applied elsewhere.

6. How easily can programmatic information be accessed?

In part, this refers to how widely flyers and brochures are distributed. Access to program officials who are able to provide accurate information, however, may be just as important as availability of printed materials. Being able to contact someone who is knowledgeable for clarification of programmatic procedures, rules, and guidelines can be very important. As you review the competitions described in Chapter 3, you may be able to identify some that will be accessible without ever contacting the address given, because you know a school official or member of the sponsoring organization who can assist you. However, if you lack that contact, this may be an important consideration.

7. To what degree does the competition assist participants in learning to consider an audience?

The need for student products to be reviewed by an authentic audience is essential to the acquisition of many skills. Students may not strive to do their best, if all they have to do is prepare work for the teacher to grade. When they know that their work will leave the classroom to be evaluated by some other group, such as contest judges, school boards, local organizations, or newspaper editors, they are more likely to care about refining their work, practicing longer, or getting more information. Authentic audiences give bright students a reason to excel, a reason beyond grades. It is also important that participants be evaluated in a true-to-life manner. Some gifted and talented students set such unrealistic standards for themselves that it may be helpful to be evaluated by more realistic criteria. Unreasonable expectations may be more harmful than helpful, and they may be counterproductive to the acquisition of skills.

Learning to consider an audience requires recognizing the multifaceted aspects of an outstanding performance and taking them into consideration in a performance. For instance, the best debater in the world is not likely to do well in a competition if he or she does not speak loudly enough to be heard by the judges. It is easy for competitors to overlook an essential skill if they have never confronted a real audience. Competitors must consider who will read their written products and what criteria these readers will use. Likewise, learning to determine the knowledge base of the audience and adjust products accordingly requires practice. It is just as important to learn not to talk down to an audience as it is to avoid talking over their heads.

2

Selecting, Preparing for, and Participating in Competitions

This chapter is designed to help parents, teachers, and others guide students through the process of selecting a competition, preparing for it, and participating in it. We divided the chapter into four sections:

1. Selected characteristics and needs of gifted and talented students
2. Effects of competition
3. How to anticipate and avoid problems in the use of competitions
4. How to maximize benefits from competitions

Each section gives ideas for working with gifted students. The focus is on helping students enjoy competition. We offer advice that should help those who work with gifted students minimize the pressure to win and maximize the intended benefits of each competitive experience. This chapter provides cautions on the use of the programs and specific examples of how to anticipate and avoid problems.

Selected Characteristics and Needs of Gifted and Talented Students: How They Influence Contest Participation

1. Some gifted students are driven by their perfectionism.

One area of vulnerability that can plague gifted students, especially highly gifted students, is perfectionism (Gallagher, 1990; Roedell, 1984; Webb, 1995). This can be a heavy burden to bear because no one can be perfect (Davis & Rimm, 1993; Delisle, 1986). It can also be a double-edged sword. On the one hand, the desire to produce the very best work possible is both noble and worthwhile (Silverman, 1991). However, it can be stifling if it prohibits production or participation (Adderholt-Elliott, 1989; Buescher, 1991; Jones, 1992). When it causes students to avoid embarking on a project or entering a competition for fear of not being perfect, then it is a serious disadvantage. It is not uncommon to find students for whom winning is impossible because of their drive to be perfect. Regardless of what official judges may say, when students are unable to meet their own standards, they will never see themselves as winners. The price this exacts is the loss of the joy of the process and the opportunity to profit from mistakes (Roedell, 1984). Guided participation in competitions can assist students in dealing with the trait of perfectionism. First, the feedback students receive can help them achieve a realistic perspective on their work and level of ability. Second, the opportunity to interact with others who may be equally capable but more realistic can offer valuable role models for perfectionists. The personal goal of some competition participants may be to learn that it is important to take competition seriously enough that they do their best and learn from the experience, but not so seriously that the objective of the competition, what can be learned, and even their ability to perform at the optimal level are lost or impaired.

2. The need for challenge may drive gifted and talented students toward competitions and contests.

These are students who need to use and expand their special abilities, and gifted students usually deliberately choose to compete (Davis & Rimm, 1993). Competitive involvement may push them in a way that the regular school curriculum does not. One reason for this is the fact that such activities may provide an opportunity to interact with intellectual peers or even superiors. This can be a key to the formation of mentor relationships and the establishment of friendships. Second, the competitive process can allow the student to participate in an in-depth study. Even though gifted and talented students often have a broader knowledge base than others, the depth of their knowledge in any one area is sometimes shallow. Furthermore, some have the kind of information that is perfect for being successful at a game like *Trivial Pursuit*. That is, they may know a lot of isolated facts. Competition participation may foster examination of cause and effect relationships, as well as the interrelationship of events.

3. *Some gifted and talented students fall in love with some topic at a very early age.*

School personnel cannot always provide sufficient appropriate opportunities and outlets for gifted and talented students. Many of them need outlets for expression beyond the regular education curriculum (Milgram, 1991). Some of these almost certainly have to be outside the classroom and even outside the school. The issue is not just a matter of teachers not being able to grade enough papers, give enough time for speaking, and devise enough assignments. Some of the outlets need to be for things that go beyond the school curriculum. Such things include opportunities to meet and interact with other gifted and talented students and to do in-depth study beyond the level of the classroom teacher in a specialized interest area.

Gifted students need an authentic audience for their work. Consideration of the audience to which they are speaking, writing, or otherwise presenting a product is crucial. As adults, we often take more care with something when we know it will be read or critiqued. Unfortunately, this is not a skill that gifted and talented students automatically acquire in equal measure to their knowledge and skill levels. They must learn to prepare for others beyond the classroom. The broader knowledge base these students possess requires that they learn to select information, presentation format, and level based on the audience.

4. *Some gifted students have specific subject-matter aptitude.*

Many think of stereotypical gifted students as excelling in all areas. However, many gifted students exhibit average ability in most areas but special ability in only one. For example, Milli is in an accelerated mathematics class but working at grade level in all other subject areas.

She clearly has special aptitude in mathematics, and competitions offer her an opportunity to demonstrate that and to grow further in that area. One popular belief is that when individuals excel in one particular subject area, it is good to pull back instruction in that area and emphasize the areas in which they are less able. Contrary to that belief, gifted students should be allowed to excel in the subject area in which they have special abilities while continuing to receive instruction in other areas.

Effects of Competition: Good News

When considering the effects of competition, you must remember that it is a complex subject. Therefore, there are no simple answers, only factors to weigh in making the best choices for a given student. The first evidence of this comes in defining the concept. There are different interpretations of competition depending on the situation and the person to whom you are talking. Typically, the term is used to refer to the rivalry between two or more persons for a single goal or prize. This means that if you win, I do not win. However, the internal competition one experiences as he or she strives against self and prior accomplishments is also referred to as a form of competition by some. Unlike the first situation, internal competition allows me to win if I meet my self-imposed goal, regardless of the performance of others. For the purposes of this discussion, the first definition will be used: rivalry in trying to achieve a goal.

Beyond that basic issue, competitive experiences are usually discussed in terms of a single structured environment where an activity takes place. Examples of these kinds of competitions are a spelling bee and a timed math competition. Participants come together for the purpose of competition. They demonstrate their competence in the context of specific restrictions and rules (time limits, resource guidelines, and the like). However, this image does not apply to all the competitions we discuss in this book. Many of the contests described in Chapter 3 and listed in the indexes require the submission of a product that is then evaluated. The product is developed and evaluated according to a set of criteria. Because only the evaluation of the products occurs in a single structured environment, such competition does not fit the traditional image of a competitive event. Usually, the preparation of the product, invention, or paper is done at the participants' pace outside of the evaluation environment. Even though participants must follow contest guidelines, there may not be time limits or other similar restrictions. Because of these and other variations, the degree to which the negative and positive effects of competition are realized varies. Positive effects of competition include the following:

1. Competition prepares participants for the competitive nature of school and society.

Although gifted and talented students may have an edge over other students in terms of ability to acquire academic subject matter—history, mathematics, spelling, and so on—such students may not have any advantage in dealing with the characteristics of a competitive situation. In fact, their ability to demonstrate their excellence in some areas may be hampered by their limited skill in dealing with competition. Having numerous opportunities to be involved in competitive settings may assist them in learning to function effectively in competitive settings (Davis & Rimm, 1993). The more times they have the experience, the better they can become at coping with failure, managing both positive and negative feelings, and operating within the constraints of competitive situations. To be successful, students must follow instructions and manage time. These are skills that gifted and talented students need but at which they may perform at or below average. The high level of creativity that gifted and talented students exhibit is an asset unless they fail to recognize the importance of channeling the special ability in specific situations so that superior ability can be demonstrated. Likewise, intense concentration and an unusually long attention span are assets unless they interfere with complying with time constraints. In-depth knowledge is an asset if participants can discipline themselves to ensure that the most important information is presented, even if some of the trivial information is omitted.

2. Competition provides feedback on the relative standing of one's performance.

This may be particularly important for gifted and talented students, who may need the opportunity to assess just how superior their abilities are to those of others. The best math students in a given school may find that they are only slightly above average when compared to all other math students in a region or state. It is better to find this out early than to wait until college to suddenly learn that there are other very bright people out there.

One component of the feedback process may be the unique opportunity for gifted students to work with others of equal ability. For some, this is not a daily event because of the scarcity of such individuals. On the contrary, students may find that they are far superior to others. Although this kind of information is reported with the results of standardized achievement tests, it may not be sufficient for students to understand and recognize their ability. Although someone is the most outstanding student in the daily environment, it may be difficult for him or her to comprehend that he or she is or is not the most accomplished student in the world, state, or city. Learning early that many others out there are equally bright is helpful in recognizing the importance of doing one's best and respecting the abilities of others.

3. Competition can focus attention on a specific content area, problem, task, or strategy and consequently enable participants to hone a set of specific skills.

This may be a particular advantage for gifted and talented students who are typically so successful in many different content areas that they never really do in-depth study in any one area (Pendarvis, Howley, & Howley, 1990). The competition may serve as a basis for the desire and need to focus on one content area. Even if the focus is not permanent, a number of skills are likely to be acquired that will be applicable in other content areas and life situations. Likewise, the information that is gained from the in-depth emphasis on one area may have application in others. To illustrate, Eric took part in a creative writing contest sponsored by a well-known magazine. He learned how to develop a storyline and create rich characters for his contest entry. Later, he demonstrated these skills in both language arts classes and speech classes.

4. Competition may stimulate increased interest in the task or content area.

For example, to prepare for a contest, Madison had to do a lot of reading and studying about the American Revolution. Prior to that, she had always made good grades in history classes but had no particular interest in the subject. As she became immersed in the American Revolution, her interest in history in general and in that specific topic began to grow. Equally as important as her interest in the subject, her ability to analyze and synthesize what she was reading began to expand and transfer to other subjects. Gradually, she began to ask questions that moved her learning forward more rapidly than before. Students who take part in content-area competitions just might fall in love with that area or with some aspect of it.

5. Competition enhances achievement.

This is especially true for learning tasks that are highly structured. The drill that is often associated with the acquisition of basic skills can be enhanced by competition. Therefore, the acquisition of math facts and concepts, spelling words, and grammar rules may really profit from the competitive process. In any content area, there are principles, rules, and other similar information that has to be learned if the student is to progress to higher levels. The other side of this advantage is discussed in terms of competition's failure to promote problem solving, critical thinking, and other learning strategies. However, in many of the competitions discussed in Chapter 3, this is not a limitation. Complex strategies are fostered in many competitions we describe.

Effects of Competition: Bad News

1. As a result of competition, individuals can adopt an egoistic, ability-focused, motivational orientation.

Despite the purported advantages of competition, the use of competition is not without problems. The main achievement goal can become maintaining self-worth by outperforming others. Self-worth may become tied to winning or at least to doing better than others. Unfortunately, when students cannot demonstrate superior achievement, their self-worth suffers. In short, they think that they are valuable because of the superior achievement, not because of other innate qualities (Deci, Betley, Kahle, Abrams, & Porac, 1981; Durand, Delaplace, & Fourchart, 1991; Vallerand, Gauvin, & Halliwell, 1986b; Weinberg & Jackson, 1979). This example may seem extreme, but it should be given serious consideration. Many adolescents experience some problems with self-worth, and this may be even more true of gifted or talented students.

2. Competition might drive the need to demonstrate superior achievement by avoiding the risk of failure.

The need to win may cause students to avoid the most difficult or complex task in favor of an easier one that they can win (Davis & Rimm, 1993). Their aspirations may be lowered, and there may be increased indifference toward excellence and intrinsic motivation. The desire to experience perceived success can restrict the drive to work at the upper limits of one's potential (Kogan & Carlson, 1969). This can be a serious problem in and of itself. But its implications are even more significant if they are considered in light of the long-term effect that lowered intrinsic motivation will have. The student loses the desire to do the best job possible and strive for excellence (Vallerand, Gauvin, & Halliwell, 1986). Stop and think of how many things in school and life you do because of intrinsic motivation and how frequently external rewards are not available. If rather than doing your best, you do just enough to outperform others, what happens when there are not others to compete against and measure yourself against? With gifted and talented students, the discrepancy between what may be enough to guarantee success and what may be needed to function at one's upper limits may be great.

3. Success and failure can come to be viewed as the result of ability alone rather than effort and motivation.

It is important to avoid this view. In reality, superior achievement is usually the result of a combination of ability, hard work, and drive. Ability without motivation and work frequently will not get you very far. An attitude that fails to recognize the importance of all three factors may hamper gifted and talented students' learning. Even though gifted and talented young people can learn more than other learners, they must work to reach their potential. Experiencing success primarily as a means of establishing high perceived ability may reduce the likelihood that students will achieve at their level of ability (Roedell, 1984).

4. Competition does not appear to enhance performance on problem solving or creative tasks.

There is research to support this statement, but much of the research examines short experimental competitive tasks (Barnett & Bryan, 1974; Burton, 1962; Butler & Kedar, 1990; Clifford, Cleary, & Walster, 1972;

Georgas, 1985). The issue is not whether there is a competitive process but rather what the guidelines of the competition are. Those competitions that require the creation of new ideas and thinking processes certainly cannot be faulted for having this disadvantage. Such competitions evaluate analysis and synthesis of information rather than rote application of facts. They can be shown to help in problem solving and creativity (Raina, 1968; Tallent-Runnels, 1993; Tallent-Runnels & Yarbrough, 1992).

5. Participation in competitive endeavors is thought to establish a mentality for competition that spills over into other settings.

This mentality can promote more negative interactions between students (Crockenberg, Bryant, & Wice, 1976; McGuire & Thomas, 1975; Nelson, Gelfand, & Hartmann, 1969; Perry & Perry, 1976; Vallerand et al., 1986). Those who function in noncompetitive processes may have more positive interactions (Brady, Newcomb, & Hartup, 1983; Crockenberg et al., 1976). There might be less interpersonal communication in competitive situations (Goodman & Crouch, 1978). Furthermore, competition is sometimes thought to create a frustrating situation that generates anger and frequently results in aggressive behavior, especially if it results in failure (Buescher, 1991; Christy, Gelfand, & Hartmann, 1971; Johnson & Johnson, 1983; Nelson et al., 1969; Perry & Perry, 1976). This is most likely to be a problem when participation in competitions becomes a way of life rather than an occasional activity. However, for gifted and talented students whose social skills are deficient, this possible negative impact should be a consideration. These students may benefit more from opportunities to observe and model appropriate social behaviors than from participation in the competitive process.

How to Anticipate and Avoid Problems in the Use of Competitions

As students approach the competitive process in general or a specific competition, some problems can be identified ahead of time and minimized. One of the ever-present problems is deficiencies in time management and test-taking skills. The assumption that because students are gifted/talented, they are good at test taking and managing time is false (Tallent-Runnels et al., 1994). The problem may surface or be most evident during the period of preparation for the competition or during the competition itself. Participants who work too slowly, waste time, or do not schedule time appropriately will not be successful in competition, regardless of how much knowledge or skill they are capable of demonstrating. To avoid or minimize time management problems, work with students on time management strategies. Some specific things that you can do that may be helpful include the following:

1. Conduct a mock test-taking session using time limits.

For example, if the competition will require students to answer four questions from a group of seven in 4 hours, they must answer each question in one hour, on average. Students who take an hour and 20 minutes for each of the first three questions will run out of time before answering the fourth and final one. This time management problem could cost students the competition. To avoid this, you might structure practice testing sessions in which they must select one question from among three and respond to it in an hour.

2. If the competition requires preparation of a product for submission (a speech, research project, invention, essay, etc.), help students organize the study or training required prior to entry.

It may be helpful to have students develop a realistic schedule for meeting the demand in a timely manner. This requires considering all the other activities in which students are involved and then scheduling a work period for this added project. It requires being realistic about the other demands on the students' time. Also, it may require considering the schedules of others, something many of us fail to do.

3. Once students embark on the schedule, make sure they reevaluate it to see if it is working.

The only way to determine whether a schedule is realistic is to use it for a while. After a week or so, ask the following questions:

Are you able to maintain the schedule?

If you maintain the schedule, will you be ready for the competition deadline?

If the answer to either of these questions is no, then the schedule needs to be adjusted.

4. When scheduling periods of preparation, suggest that students think in terms of the amount of work to be completed or studied, rather than the specified amount of time to use.

For example, if there are 6,000 words to study for a spelling contest that is 6 weeks away, then the student will need to study a minimum of 1,000 words per week. That figure can be divided further to establish an exact number per day.

5. When tackling a task, suggest that students examine the total picture and then make some informed decisions.

For instance, in the spelling contest example above, it makes a lot of difference whether the words on the list are all unfamiliar to the student or a combination of familiar and unfamiliar words. If some of the words are familiar, they may be removed from the list of words to study. Perhaps there are only 2,398 that require study. That is a much more manageable task than studying 6,000 words.

6. Teach students the most effective strategies for taking tests, so they are able to make informed choices and the best decisions about guessing and other response techniques.

The following are some strategies for students to consider as they take part in competitions:

1. Answer the questions you know first and skip any question you cannot answer. There are several reasons for this. First, the answer to a question may be found later in the test or it may just pop into your mind. Second, sitting trying to think of an answer that may or may not come to you may be a waste of valuable time. Further, the longer you stare at the one(s) you do not know, the less confident and more stressed and anxious you may become. Anxiety keeps you from doing your best. Move on and build your confidence.

2. On true/false and multiple choice tests, remember that those questions that include "absolute" words like *all*, *always*, and *never* are almost certainly false. Very seldom is there an exception to this rule.

3. On true/false and multiple choice questions, words that you have never seen before may be an indication that this answer does not belong; therefore, it is not the correct answer.

4. On true/false and multiple choice questions, numbers and dates that are too high or low or out of the range of other possible answer choices may be wrong.

5. If time allows, once you finish the test, check your work for completeness and accuracy. If you find questions that were skipped earlier, try to answer them. If you think an answer is incorrect, think twice before you change it. Unless you are positive that the answer is wrong, do not change it. Your first response is usually the right one.

6. Practice possible outline techniques. Although a student does not have time to employ traditional outline strategies, it may be helpful to make a list of references to cite, dates to mention, or key terms to include in the answers on an upcoming test.

7. Take an opportunity to view examples of good and bad responses. If you have the questions from a prior year, you can construct sample responses to critique. Having the chance to look at an answer that may not be perfect, but could be acceptable, can be a good way to emphasize (a) what is and is not considered in grading, (b) things to watch for and try to avoid, and (c) possible response formats.

8. Discuss the meaning and practice of using the key words and terms that are often critical to responding correctly to a test question. These terms include *compare and contrast, criticize, illustrate, justify, prove, and synthesize.*

7. Help participants to focus on the objectives of the competition.

Some very capable and accomplished participants do not do well in a competition because they fail to recognize or consider its purpose. For entrants who are unaffected by a lack of recognition or even by failure, this may not be a problem. However, the real purpose of competitive activity should be to enjoy doing the best possible job of achieving the goal of the competition. To maximize focus on the objectives, discuss the purpose of the competition with students. In addition to whatever stated

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goals and objectives you may know, look for other sources of information to include. The evaluation criteria and preparation resources may be helpful in the discussion. In part, this is the idea of learning to interpret and follow the rules. However, it also involves developing the ability to adjust one's knowledge and skills to a stated goal or objective. The most successful participants adjust their work to their audience.

8. Let students know that their self-worth and self-esteem should not be determined by the level of performance in competition.

Winning should not be the sole purpose of participating in a competition. The goal of the competitive process should be to gain experience and knowledge and enjoy the activity. For the student whose self-worth is too tied in with superior achievement, the following may be helpful in changing this condition:

Devote time and effort to helping him or her recognize the other purposes of the competition and how those fit into personal goals and objectives.

Work on realizing that the value of the individual is innate. One's worth is not based solely on accomplishments or the outcome of a particular competition.

Build recognition that the top winners in many competitions may have competed for several years.

For example, the first year that Rachel entered a spelling competition, she won at the local level but lost in the fifth round at the district level. The next year, she won at both the local and district levels but was eliminated in the ninth round at the regional level. Finally, in the third year, she progressed to the national level of competition and won. This steady progression is frequently omitted from discussions of winning.

9. Help gifted/talented students whose low self-worth prohibits their participation in competitive activities or greatly diminishes their ability to perform (Goodman & Crouch, 1978).

With these students, employ some of the anxiety and stress-reduction techniques discussed earlier. Interestingly, working on the time management and test-taking skills mentioned above can also help move students in the right direction. If possible, take advantage of repeated competition participation as a means of helping students learn from mistakes. Depending on how willing students are to become involved in national and regional competitions, local events may be appropriate, many of which will take place in the classroom setting. To do this, there must be evidence of relative progress on a set of criteria. For example, in competitions that provide feedback, students may be able to chart their growth. In those that do not provide feedback and in circumstances where students are not participating in competition that have the same evaluative criteria, this is difficult. To foster this kind of understanding and recognition, have students set some goals or guidelines for assessing performance that are not directly related to any one competition. After each participation, have them use those criteria to evaluate personal performance and develop ways to improve. Work to attribute these students' success to factors such as ability and to attribute failure to effort (Roedell, 1984).

Gifted or talented students' exceptional ability may not extend to their ability to work with others and value their work. In a few cases, the problem may be a lack of appropriate social skills. If that is true, then it is helpful to teach students ways to interact socially. Typically, this is not the situation. Rather, there is a need to learn to use the group process to maximize potential. It may be helpful to potential participants to practice working in groups and taking and giving constructive feedback. There are techniques for group problem solving and brainstorming that can be learned prior to any competition. Likewise, developing and learning to employ strategies for dividing up tasks and assigning responsibilities can be helpful. Finally, discussing the value of the contributions of others can be helpful.

10. Help students deal with the pressure of competition.

For some, the nervousness and anxiety that competition brings impairs their ability to perform at the optimal level. Students can use these strategies:

Learn to employ relaxation exercises.

Practice focusing attention on the task at hand and excluding the anxiety-provoking characteristics of the situation.

This includes learning to ignore other test takers. In most contests, speed is not the primary issue; accuracy and quality are. Thus students should learn that the first person finished does not automatically have any better chance of winning than the last person.

How to Maximize Benefits From Competitions

Beyond the things that can be done to prepare students for competition and minimize the potential problems, a step that must not be overlooked is helping students to maximize the benefits of the competitive experience. Ways to accomplish this include the following:

Making a list of what they have learned academically, socially, and personally

Discussing what they learned to ensure they recognize that in addition to skills and techniques, insights resulting from the analysis and synthesis of information also are acquired

Identifying subject areas where the things that were learned can be applied and examining the resultant benefits of that application

Analyzing feedback from the competition and identifying things that need to be done in preparation for the next competition

Demonstrating transfer applications of processes (use of study skills, group interaction techniques, problem-solving strategies, and the like)

Formulating a set of goals based on identified needs and a schedule for accomplishing them

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3

Competition Descriptions

In this chapter, you will find information on 79 competitions that are available to children and youth from kindergarten to Grade 12. We provided information on each competition; indexes at the end of this book will help you find competitions to suit your goals. The competitions in this chapter are listed by title in alphabetical order. For each competition, you will find information under the following headings:

Contact Person(s) or Organizations: Specific names of individuals or names of the organizations to contact are listed first, after the competition title. We listed as much information as we could find in order to make it easy for you to get information on the contest.

Description: Goals of the competition are found here. If we could not determine the goal based on literature sent to us, we simply described what the competition requires students to do.

How to Participate: Here you will find out how to enter the competition and/or how to get more information. For some contests, this can be as detailed as offering information for every level or category of entry.

Costs: Sometimes these are per person or team, and sometimes they are per school or district.

Categories/Content Areas: Some contests focus on categories within content areas, such as poetry or prose within language arts.

These categories will always precede the slash mark (/), and the content areas of the contest will follow the slash mark. If you do not see a slash mark, then only content areas are listed. Content areas used to describe the competitions are as follows: computers, drama, foreign language, general problem solving, language arts, mathematics, science, social studies, and speech.

Age/Grade Level: The ages specified by the contest organizers or the grades that can enter the contests are listed here. Sometimes contest organizers will only list levels such as elementary, junior high, or senior high.

Status: This tells you whether the competition is regional, which means open to a certain number of states in a region. You will find only a few regional competitions in this book. You will also find many that are considered national and are also open to students in Department of Defense schools outside of the country. In addition, many of the competitions are offered on an international basis.

Time Commitment: Here you get some idea of how much time competitors must devote to the competition. In some cases, contest information revealed that only a certain number of hours or class periods were involved. In other cases, estimation of time is much more difficult and depends on many factors, including the skills and styles of the competitors. In those cases, we tried to offer some clues to time commitment.

Resources Needed: Here you learn what contest organizers provide to help you prepare. The section also describes resources that you must have to participate.

Awards/Benefits: These vary from contest to contest. We listed information about certificates, money, and other awards that go to winners and others who do well in the competitions. For some competitions, we also listed academic and personal benefits that participants can derive from competing, as they were described by the contest organizers.

The first index that might help you find a particular program is the Index of Competitions by Title, found on pages 205-207. To find competitions in specific content areas, consult the Index of Competitions by Subject Area and Level on pages 208-215. Here you will also find the content areas listed by level—elementary or secondary.

COMPETITION: Academic Decathlon

Contact:

Ann Joynt, Executive Director
or Frann Shermet
11145 183rd Street
Cerritos, CA 90701
(310) 809-4995
(310) 809-4111 (fax)

Description: The Academic Decathlon is a 10-event scholastic competition for teams of high school students. Each student competes in all 10 events: economics, essay, fine arts, interview, language and literature, math, science, social science, speech, and the Super Quiz.

The primary goal of the Academic Decathlon is to improve the status, the recognition, and the popularity of academic endeavor in every high school in the United States. Other objectives include providing a vehicle for high schools to use for improving their academic image and academic spirit on campus, increasing community involvement in academics, and creating local educational partnerships with corporations and service organizations.

How to Participate: Each participating high school enters a team of nine students, three A (honor) students, three B (Scholastic) students, and three C (Varsity) students. In many schools, tryouts for team positions occur in the fall, after summer study sessions, thus involving substantially more students in the program.

Costs: For coaches and team members:

Product	*Cost per Item/Set*	*Shipping per Item/Set*
Study guides	$1	$4[a]
Practice test booklet 1993	$35	$4[a]
Documents of freedom	$6	$1
Set of 10	$50	$4
Fine arts slides	$18	$2
Two pocket folders	$2.50	.25

a. $4 for first item or set; $2 for each additional item or set.

Categories/ Content Areas: Super Quiz, a new theme each year; also economics, fine arts/language arts, mathematics, science, social studies, speech

Ages/Grade Levels: A team consists of nine full-time students from the 9th through 12th grades of the same high school. Each team is made up of three Honor students (3.75 to 4.00 GPA), three Scholastic students (3.00 to 3.74 GPA), three Varsity students (2.00 to 2.99 GPA).

Status: Competition begins at local level, then regional, then state, then national. Currently 45 states and the District of Columbia participate.

Time Commitment:

May	Study guide released
June, July, August	Research and reading by large group
September	Practice test booklet released; teams formed
November	Local competitions
February	Regional competitions
March	State competitions
April	National finals

Some schools work formally within class structures either in summer school, before or after school, or within the regular schedule. Most teams work only outside of class during lunch or in the evening. Most of the research, reading, and studying is done by the contestants on their own time.

Resources Needed: Study guides, practice test booklet, Super Quiz information, and possibly fine arts slides

Awards/ Benefits: Gold, silver, and bronze medals are awarded in each category and each event. Overall individual winners are recognized, as well as champion teams. Regional trophies were awarded for the first time in 1992. Each state's championship team advances to the national finals. There are also team awards in the Super Quiz and for overall ranking. In addition, there is a small-schools division.

Each year, the Northrop Corporation presents $30,000 in scholarships to the overall gold, silver, and bronze medalists in the national finals of the U.S. Academic Decathlon, as follows: $5,000 to individual gold medalists at Honor, Scholastic, and Varsity levels; $3,000 to individual silver medalists at Honor, Scholastic, and Varsity levels; $2,000 to individual bronze medalists at Honor, Scholastic, and Varsity levels.

COMPETITION: Academic Triathlon

Contact:

Peggy L. Sheldon
Program Coordinator
15612 Highway 7, Suite 243
Minnetonka, MN 55345
(612) 934-1438

Description: Academic Triathlon is a product of the belief that thinking skills should be an important part of education. It is a five-person team challenge for students in Grades 5 to 8 that rewards strong performance in the areas of general intellect, specific academic abilities, leadership and psychosocial dynamics, visual and performing arts, and creative/productive thinking. All events are worth 20 to 100 points. Each meet lasts 3 hours.

There are three meets: (1) PARTY (Preparation, Assembly, and Reenactment Theater is Yours) in a Box; (2) Face-Off; and (3) Mind-Sprints. In PARTY in a Box, teams receive a problem and equipment with which to solve it. Then they have a time limit to come up with their best show. In the Face-Off, teams face off to answer questions spanning several different academic subject areas, plus current events and consumer issues. The team confers to give its best answer in 15 seconds or less. Schools use Knowledge Bowl software for Apple Computer to make this a fast, exciting event. In the Mind Sprints, divergent thinking skills, visual problem solving, logic, construction, and team cooperation challenges yield fast, creative ways to solve three to five short problems. Sprints may be individual or team challenges, but as always, teammates are urged to encourage one another.

How to Participate: Schools that want to compete simply follow registration guidelines. Team registration fees cover materials costs, secure sets of questions, and the physical setup necessary for a smooth-running Academic Triathlon. Academic Triathlon is a "turn-key" operation, with everything for meets shipped in advance.

Each meet matches teams of 5th and 6th graders, or 7th and 8th graders, against one another. Questions and problems are grade-appropriate. The best total score for the three events wins. Teams accumulate grand total scores in three round-robin meets. All meets are held after school, on the same day, to assure security of questions.

A team consists of any five students from a school. The same students need not attend all meets. When the meet starts, coaches become judge/facilitators, running the meet and helping students to develop and refine higher-level thinking skills. Coaching time outside the meet is minimal.

Meets are scheduled each month, and schedules are published in the monthly newsletter. Generally six to nine teams participate in these meets. Any team can host a meet. In the regional playoffs, at least two teams are scheduled per building and coaches trade to facilitate the meet.

Costs: $205 for the first team, $175 for additional teams

Categories/Content Areas: Critical/divergent thinking, team building, cooperation, creative and performing arts/language arts

Ages/Grade Levels: Grades 5 to 8

Status: Local, regional, state

Time Commitment: Each meet lasts 3 hours. Teams may prepare as much or as little as student and adviser time permits.

Resources Needed: Entry form, kit, and official questions

Awards/Benefits: The program rewards strong performance in the areas of general intellect, specific academic abilities, leadership and psychosocial dynamics, visual and performing arts, and creative/productive thinking. Team members also develop cooperation, planning, and assertiveness skills. Ribbons are given for placing in the round robin and regional events, and all students receive participation certificates. First-, second-, and third-place winners at regional and state events receive achievement awards. Creativity certificates can be awarded at any meet. The first-place finishers at the state level receive "sharp as a tack" trophies.

COMPETITION: Achievement Awards in Writing

Contact:

National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096
(217) 328-3870
(217) 328-0977 (fax)
(800) 369-NCTE

Description: The competition is designed to encourage writing. The nominees submit two written compositions: (1) An impromptu theme on a topic designated by NCTE. This theme is written under teacher supervision in no more than 75 minutes. The submitted version must be in longhand without revision. (2) One writing sample (prose or verse) that the student considers his or her best work. Research papers, term papers, or novels are not accepted.

How to Participate: Each high school selects its own nominee or nominees: one or more juniors agreed upon by the English department, not chosen by individual teachers. One method of selection is to form a committee of high school students and teachers to act as judges in a preliminary contest to select the best junior writer or writers to represent the school. A current official nomination blank for each nominee must be submitted to NCTE, postmarked no later than the specified deadline (near January 23). Only one student may be nominated on each blank.

Costs: None

Categories/ Content Areas: Composition/language arts

Ages/Grade Levels: Juniors in high school

Status: United States and Canada, as well as American schools abroad

Time Commitment:

Late January	Deadline for schools to return nomination blanks
March	Impromptu themes topic and further instructions sent to teachers
Late April	Deadline for teachers to mail nominees' impromptu themes and best writing samples to state coordinators
August	State coordinators report results to NCTE
October	NCTE announces the awards

Resources Needed: Official nomination form that may be obtained from NCTE

Awards/ Benefits: Up to 876 awards are given; the awards are announced in October, when student nominees have entered their senior year in high school. Recipients of awards and the English departments that nominated them receive certificates of commendation from NCTE. These certificates are sent to each winner's high school.

NCTE does not award scholarships; however, names and addresses of winners are published in a booklet that is mailed in October to directors of admissions and freshman studies at 3,000 colleges, universities, and junior colleges in the United States. Accompanying each booklet is a letter in which NCTE recommends the winners for college admission and for financial assistance, if needed.

Through the cooperation of Scholastic Writing Awards, NCTE Achievement Award recipients are offered the option of having the sample of their best work submitted to the Scholastic Writing Awards. Nominees who are not award winners may also enter their best work in the program. This allows for an expanded audience.

COMPETITION:
American Express Geography Competition

Contact:	Harriet Glasgow Aberdeen Marketing (404) 644-1850	Audry Jonckher American Express (212) 640-4992

For free entry materials:

The American Express Geography Competition
P.O. Box 672227
Marietta, GA 30067-0038
(800) 395-GLOBE

Description: This competition invites students to solve geography-related problems. Under the guidance of a teacher-sponsor, students research and develop in-depth essay projects on a topic of their choice related to one of the three competition categories: the environment, travel and trade, and cultural diversity.

How to Participate: All students enrolled in Grades 6 to 12 during the school year in accredited public, private, parochial or home schools may enter as individuals or as any size team. There are two grade divisions, 6 to 8 and 9 to 12. Student entrants must be sponsored by a teacher and their school principal. Teachers and principals may sponsor any number of students or teams.

Students must first review geographic themes and geographic tools to determine what makes a project geographic. Then they should generate ideas for a topic; formulate a clear statement of inquiry; determine in which of the three competition categories their statement of inquiry fits; gather data; compile, analyze, and interpret data; draw conclusions; and present findings in an original written report.

A panel of geography teachers and professionals selects the winners. Projects are judged on the criteria of the geographic basis of the project and the creativity, originality, and clarity of presentation.

Costs: None

Categories/ Content Areas: Geography/general problem solving, social studies

Ages/ Grade Levels: Grades 6 to 8 and 9 to 12

Status: National

Time Commitment: Students have until mid-February to complete their project entries. There is no set requirement on the amount of time students must spend; however, the estimated time needed to prepare an entry is 40 hours over several weeks or months because of the investigative research required.

Resources Needed: Participants must gather information and data using maps, surveys, interviews, charts, and graphs. Teacher sponsors need the official entry form. A free video describing the competition is available upon request.

Awards/ Benefits: Winners receive American Express traveler's cheques in the amounts listed below. The winning projects are announced in early spring at a national awards ceremony honoring the first-place winners. For each category and level, first prize is $7,500; second prize, $5,000; and third prize, $2,500. The sponsoring teacher of each first-, second-, and third-prize winner receives $1,000. All participating students and teachers receive certificates of recognition. All awards are divided equally among team members, as well as cosponsoring teachers.

One teacher-sponsor plus a maximum of three student team members from each first-place entry are invited to attend the national awards ceremony. Seven finalists are selected in each category/level for special recognition; along with the winners, they receive a *Goode's World Atlas.* Student and teacher winners are awarded a total of $100,000 in cash prizes.

COMPETITION:
American High School Mathematics Exam

Contact: Walter Mientka, Executive Director
American Mathematics Competitions

1740 Vine St.
University of Nebraska
Lincoln, NE 68588-0658
(800) 527-3690 (office)
(402) 472-6087 (fax)
E-mail: walter@amc.unl.edu

Description: The American High School Mathematics Exam (AHSME) is a 30-question, multiple-choice exam. The results of the exam are used to identify students with unusual mathematical ability. The intent of the competition is to identify and encourage, through friendly competition, students with an interest in and talent for mathematical problem solving.

How to Participate: Registration brochures are mailed to schools each fall. The registration deadline is in early December. The original registration form (not a copy) must be sent with payment or a purchase order.

In most states, the examination is graded at the school. A few states use central computer scoring. The exam score is five times the number correct plus two times the number unanswered. The AHSME is proctored by a faculty member of the participating school. The test is administered once each year in February. Administration on a later date is permitted for compelling reasons, but only if authorization is given by the executive director or by his or her staff members.

Costs: Registration fee is $15 per school; examinations are $7.50 for a packet of 10. The registration fee provides the school with a copy of the examination and solutions pamphlet, individual school results, intramural awards, and the national summary of results and awards.

Categories/ Content Areas: Noncalculus mathematics

Ages/ Grade Levels: All students enrolled in school are eligible, regardless of grade level, even junior high and elementary school students.

Status: National and Canada

Time Commitment: The exam is one and one-half hours long. Preparation time varies. The exam is offered on a Tuesday in late February or early March.

Resources Needed: Registration forms and examinations. Additional study materials, listed in the following table, may be purchased. Minimum order is $5.

Item	*Description*	*Cost*
American High School Mathematics Exam	Each Specimen Set of prior year examinations consists of a question booklet and a solutions pamphlet	$1 per set; bundles of 10 (same year) for $5
American Invitational Mathematics Exam	Each Specimen Set of prior year examinations consists of a question booklet and a solutions pamphlet	$2 per year
USA and International Mathematical Olympiads	Each pamphlet contains the problems and solutions to the Olympiads	$4 per year
Arbelos	A publication containing short articles and challenging problems for gifted students. Also available is a special geometry volume containing geometry cover problems from the original *Arbelos* subscription (5 per year, currently sold in journal form)	$7 per volume
Summary of Results and Awards	A listing of school awards, student awards, honor and merit roll student lists, Edyth May Sliffe award winners, and statistical tables	$5 per year
Problem Book I	AHSME questions and solutions for 1950 to 1960	$9.50 each

Item	*Description*	*Cost*
Problem Book II	AHSME questions and solutions for 1961 to 1966	$9.50 each
Problem Book III	AHSME questions and solutions for 1967 to 1972	$11.50 each
Problem Book IV	AHSME questions and solutions for 1973 to 1982	$11.50 each
USA Mathematical Olympiad Book	USAMO questions and solutions for 1972 to 1986	$14.50 each
International Mathematical Olympiad (Book I)	IMO questions and solutions for 1959 to 1977	$11.50 each
International Mathematical Olympiad (Book II)	IMO questions and solutions for 1978 to 1985	$11.50 each
1996 AHSME Solutions Pamphlet	Detailed solutions to the AHSME. Your order will be included with your 1996 AHSME shipment	$5 for a packet of 10

Awards/ Benefits: To receive official status and awards, a school must have at least three participants. The team score for a school is the sum of its three highest student scores. Awards are given to five schools and 10 students in each examination region. Each year 20 teachers whose students do well on the AHSME are recognized for their distinguished teaching. The award winners receive a cash prize, a certificate, and a 1-year membership in the Mathematical Association of America.

Students who score at least 100 on the AHSME are invited to take the American Invitational Mathematics Exam (AIME). The top-scoring USA AHSME/AIME students (according to a weighted average) are invited to take the USA Mathematical Olympiad (USAMO).

Intramural Awards are presented at a school assembly or commencement. A school-winner pin or medal is awarded to the student in each school with the highest score. A gold, silver, or bronze medal is awarded to a student who achieves the highest score in the school for 4, 3, or 2 consecutive years, respectively. An honor roll pin is awarded to those students with scores of 100 or above. In order to recognize other high-scoring students, a specially designed recognition-of-achievement pin is available for purchase at a cost of $3.50. A certificate of achievement is awarded to students in Grade 10 or lower with a score of 90 or above. A certificate of merit is awarded to schools with a team score of at least 280.

COMPETITION:
American Invitational Mathematics Exam

Contact:

Walter Mientka, Executive Director
American Mathematics Competitions
1740 Vine St.
University of Nebraska
Lincoln, NE 68588-0658
(800) 527-3690 (office)
(402) 472-6087 (fax)
E-mail: walter@amc.unl.edu

Description: The American Invitational Mathematics Exam (AIME) is a 3-hour, 15-question examination on noncalculus mathematics. All answers are integers from 0-999, and there is no partial credit.

The AIME provides challenge and recognition to high school students who have exceptional mathematical ability; at most, a few thousand students are invited. The AIME also serves to identify students who have the talents necessary for participation in Olympiad-type examinations, such as the United States of America Mathematical Olympiad.

How to Participate: Invitations are extended to all students in the United States and Canada who attain an announced cutoff score (at least 100) on the American High School Mathematics Examinations (AHSME).

Each school's AHSME examination manager, when sending AHSME results to the Regional Examination Coordinator (REC), indicates if any students have attained the AIME cutoff. The REC checks these papers first and immediately sends back to the school the correct number of AIME tests, along with an AIME Teacher's Manual. The school manager is again responsible for notifying students and administering the examination.

AIME results are centrally scored. The students encode their answers on answer forms, and these are sent to the executive director of the American Mathematics Committee in Nebraska. When all results have been received and analyzed, the executive director sends each school the students' scores, a copy of the Solutions Pamphlet, and a list of the students who qualified for the USAMO.

Costs: None

Categories/ Content Areas: Noncalculus mathematics

Ages/Grade Levels: Secondary school students

Status: National and Canada

Time Commitment: The exam takes 3 hours. Preparation time varies. The exam is offered 3 weeks after the AHSME, which is held on a Tuesday in late February or early March.

Resources Needed: An invitation to participate

Awards/ Benefits: The highest-scoring students on the AIME are publicized in the AHSME Summary of Results and Awards. Each participant in the AIME receives a certificate of participation.

COMPETITION:
American Junior High School Mathematics Exam

Contact:
Walter Mientka, Executive Director
American Mathematics Competitions
1740 Vine St.
University of Nebraska
Lincoln, NE 68588-0658
(800) 527-3690 (office)
(402) 472-6087 (fax)
E-mail: walter@amc.unl.edu

Description: The American Junior High School Mathematics Exam (AJHSME) is a 25-question exam that focuses on 7th and 8th grade concepts. The intent is to increase interest in mathematics and to develop problem-solving ability through competition. Included are mathematics, the arithmetic of integers, fractions and decimals, percent and proportion, number theory, informal geometry, perimeter, area, volume, probability and statistics, and logical reasoning.

How to Participate: Registration brochures are mailed in early September to all public and private schools with 7th and 8th grades. The registration deadline is in late October. The examinations are centrally scored at the office of the executive director. One point is given for each correct answer, with a penalty for incorrect answers.

Costs: Registration fee is $10 per school; examinations are $15 for a packet of 25. The registration fee provides each participating school with a copy of the examination and solutions pamphlet, individual school results, intramural awards, and the national summary of results and awards.

Categories/ Content Areas: Mathematics

Ages/Grade Levels: Grades 8 and below

Status: National

Time Commitment: The exam takes 40 minutes. Preparation time varies. The exam is offered on the first Thursday after Thanksgiving.

Resources Needed: Registration forms and examinations. Additional study materials may be purchased; the minimum order is $5.

Item	*Cost*
Bulk Specimen Sets 1985 to 1993 (10 sets for the same year)	$5 per set
Individual Specimen Sets 1985 to 1993	$1 per set
Summary of Results	$4 each

Awards/ Benefits: National Awards are given to all officially participating students who have a perfect exam. In addition, a plaque is given to the top scoring student in each state. Intramural awards are as follows: (1) a certificate of distinction is given to student(s) who receive a perfect score; (2) an AJHSME winner pin is given to the student(s) in each school with the highest score; (3) the top three students for each school section receive respectively a gold, silver, or bronze-colored certificate for outstanding achievement; (4) other high-scoring students can purchase an achievement award pin and a certificate of merit; and (5) one certificate of participation (which may be duplicated) is included in each school's examination package.

COMPETITION:
American Regions Mathematics League

Contact:

Mark Saul, Ph.D.
President
711 Amsterdam Ave.
New York, NY 10025
(212) 666-5188 (voice-mail, fax)
E-mail: 73047.3156@compuserve.com

Description: The American Regions Mathematics League (ARML) Annual Competition brings students together for mathematics and socialization. It is designed for both teams and individuals on the teams. The Team Round consists of short-answer questions that team members work on cooperatively. The Power Round forces the team to use various methods of mathematical analysis and proof; members must then expand and generalize from the topic. The conclusions are put together in the form of a report.

The Individual Round allows participants to work independently on several questions within a time frame. The Relay Round sets up subteams within a team; the answer to one member's question is used by another to answer the next. Credit is given only if the final team member answers correctly.

Students arrive at the campus of the host college (which has been Pennsylvania State University for the past several years) on a Friday evening. That evening is devoted to recreational activities, including talks by noted mathematicians and teachers. On Saturday, the teams engage in a day of individual and team contests.

How to Participate: ARML is called the world series of mathematics competitions. The on-site contest is not at the apex of a system of competitions. Rather, teams are organized locally. Teams of 15 students typically represent a state, city, county, or region, rather than an individual school or district (although some large cities constitute a school district and thus field teams).

Teams for ARML are formed in a variety of ways. Many large cities and suburban areas have long-standing competition traditions that result in the formation of teams. Rural areas of a state often band together to send a team. Some teams represent a single state, or there may be two or more statewide teams. Criteria for team membership are, for the most part, left up to local tradition. Anyone wanting information about existing teams or wanting to start a new one may contact the above address.

Under ARML, many states lacking established statewide competitions have formed math leagues and other competitions to select ARML teams. ARML has no restrictive entrance rules. Frequently, a teacher or math team coach assembles the team, but sometimes the coach is from the faculty of a local college or university. Many teams are accompanied by alumni of ARML who have returned as coaches. Coaches give generously of their time and sometimes of their money in support of teams.

Costs: Aside from travel expenses to the meet, fees are $50 per student and $150 per team. This covers all services of ARML, the student's overnight room, and two meals.

Categories/ Content Areas: Mathematics

Ages/Grade Levels: High school

Status: United States and Canada

Time Commitment: Two days in June for the national competition plus other days for local and state competitions, as well as time needed to prepare. Contact the national office to find out names of those who have participated to ascertain time needs.

Resources Needed: None

Awards/ Benefits: Student interactions lead to the formation of a network of student mathematicians. They have a chance to interact with peers who share their love for mathematics. The entire program is aimed at making students more comfortable with their abilities and introducing them to new and exciting areas of mathematics.

Participants receive a certificate of participation. At the conclusion of the competition, scores are tallied and prizes are awarded to high-scoring teams and individuals. Publishers and professional organizations donate books or plaques. An awards ceremony honors the winners.

The ARML competition offers a taste of the college experience—living in dorms, eating in dining halls, taking in the special environment that a college offers. ARML contest questions have provided students with ideas for prize-winning research projects and expository papers. The interaction of the students themselves is an important aspect of the ARML competition. Teammates share ideas and pool intellectual resources. They exchange solutions to problems and pose new challenges to each other.

COMPETITION:
American Scholastic Competition Network

Contact:

Gary Lipshutz
800 Fifth Street, Suite 125
Sioux City, IA 51101
(712) 252-4289
(800) 252-4289

Description: This competition is described as a tournament of champions. The tournament games consists of toss-up questions, team bonus questions, and team 60-second questions from numerous content areas. The tournament is held on the campus of Lake Forest College in the Chicago suburb of Lake Forest. It began in 1987.

How to Participate: Teams must apply for entry. Entries are accepted on a first-come, first-served basis. All teams must be high school teams that have won a tournament. A team consists of four players. Teams draw the first-round pairings at an open meeting, and all teams in the tournament are guaranteed at least three games before they can be eliminated from the competition.

Costs: $875 per team (4 players and 1 adviser) + $175 for each additional player and chaperon. The entry fee provides for 5 nights of dormitory lodging and three meals a day.

Categories/ Content Areas: Literature, grammar and spelling, history, government, humanities, geography, current events, religion and mythology, popular culture, business/language arts, mathematics, science, social studies

Ages/Grade Levels: High school (Grades 9 to 12)

Status: National

Time Commitment: 5 nights, 4 days (generally Memorial Day weekend)

Resources Needed: Each team receives a tournament packet consisting of: competition rules, dormitory rules, roster forms, and Lake Forest and Chicago information.

Awards/ Benefits: The philosophy of the American Scholastic Competition Network is that the tournament is run for everyone. Awards are things such as trips to Chicago and a book featuring biographical information about participants. Awards vary each year.

COMPETITION:
Answers Plus A+ Computer Tournament

Contact:
Robert A. Pierce
Answers Plus A+
P.O. Box 411
Breese, IL 62230
(618) 235-1644

Description: Answers Plus A+ Computer Tournaments are computer competitions for students in Grades K to 12. IBM, Apple, and Macintosh computers may be used. There are six different tournament categories: (1) Geography Open, (2) Literature/Fine Arts, (3) History/World History, (4) Answers Plus Open, (5) Mathematics Open, and the (6) Science Open. Students in Grades K to 6 answer 100 questions; Grades 7 to 8 answer 150 questions, and Grades 9 to 12 are given 200 questions.

How to Participate: Interested schools should submit the entry form and payment for the tournament(s) in which they want to compete. The rules are as follows:

1. Each student has 20 seconds to answer each question. At the end of 20 seconds, the question is automatically scored wrong if not answered.
2. No second-chance answers are allowed.
3. No outside assistance is allowed.
4. Total score is the number of questions correct.

Costs: Each tournament is $25; any four cost $95, any five $115, and any six $135 per school. Lists of sample study questions are available: Literature List, $20; Musicians List, $10; Painters List, $10.

Categories/ Content Areas: Geography, literature, history/mathematics, science, social studies

Ages/Grade Levels: Competitions are divided into three divisions: Elementary (Grades K to 6), junior high school (Grades 7 to 8), and high school (Grades 9 to 12).

Status: National

Time Commitment: Preparation includes time to examine sample questions and resources, such as lists that are available from the contest organizers. This could range from a week to a few hours per week for several weeks.

Resources Needed: Literature List (over 425 authors and 1,200 entries), Musicians List (75 musicians and over 400 entries), and Painters List (100 artists and over 600 entries); free sample of tournament questions from geography, literature, or a sampling of all areas, if interested parties send two postage stamps. Free computer disks containing questions from the tournament of choice are available to those who send three postage stamps.

Awards/ Benefits: Prizes are awarded in each division: elementary, junior high, and high school. Provided that a division has more than 500 schools participating, monetary awards are given to national winners as follows: first place, $500; second place, $250; third to tenth place, $100 each.

If a division has fewer than 500 schools entering, trophies are awarded in lieu of cash prizes. State winners are awarded $50 each. Ten teams must enter from a state to have a "state" winner.

COMPETITION:
Arts Recognition and Talent Search

Contact:

National Foundation for the Advancement of the Arts
Michelle R. King, Communications Associate
800 Brickell Avenue
Miami, FL 33131
(305) 377-1140
(305) 377-1149 (fax)
(800) 970 ARTS (2787)

Description: This is a program designed to recognize and enhance outstanding performance in dance, music, theater, visual arts, photography, and writing. Each January, outstanding performers meet in Miami to participate in adjudications, auditions, classes, studio exercises, workshops, interviews, and enrichment activities, a program known as ARTS Week. Although nonacademic areas are included in this description, we include it for its academic content. Areas of competition include:

Dance	Ballet, choreography, jazz, modern, tap, and additional dance forms (such as African, dance of India, hula, Irish step, and Spanish).
Music	Classical voice, keyboard instruments, orchestral instruments (each instrument is a separate category), popular voice, popular piano, and composition.
Music/Jazz	Improvisation, tone production, technique, diction (voice only), rhythm, intonation, interpretation, and phrasing.
Theater	Theater is a single-category discipline. Applicants may enter in spoken acting only or in spoken and musical theater acting.
Visual Arts	Category 1: Ceramics, costume design, drawing, graphic design, jewelry making, painting, print making, sculpture, textile and fiber design, theater set design, and other (such as nontraditional or ethnic art forms or multimedia pieces) Category 2: Film/video.
Photography	Photography is a single-category discipline.

Writing — Poetry, short story-fiction, play or script for film or television, section from a novel, and expository prose

How to Participate: Eligibility requirements are as follows:

1. Students enrolled in high school must be seniors in September of the current academic year.
2. Students not enrolled in high school must be 17 or 18 years old on December 1 of the current academic year.
3. Except for those applying in the discipline of music/jazz, applicants must be citizens or permanent residents of the United States or its official territories.
4. If you have won an ARTS award in the past, you are not eligible to reapply.

The ARTS application process requires a significant commitment of time and energy to complete. Depending upon the art discipline entered, applicants must submit audiotapes, videotapes, films, slides, or manuscripts demonstrating accomplishment. Specific application procedures are provided.

ARTS is a unique program in that applicants are judged against a standard of excellence within each art discipline, not against each other. ARTS does not predetermine the number of awards to be made on any level or in any discipline. A panel of judges in each discipline employs a two-step process to evaluate applicants. First, the panel reviews the materials submitted by the applicants and selects up to 20 award candidates in each discipline (5 in jazz and 10 in photography) for live adjudications in Miami.

Costs: A nonrefundable application fee is required: $25 per discipline or discipline category entered by June deadline; $35 for each discipline or discipline category entered after June deadline and before October deadline. A small number of fee waivers (limited to one discipline or discipline category per eligible individual) are available for applicants who cannot afford the application fee. To apply, a past year's tax return or other proof of income level is required. More information is supplied on the official application form. For those applicants invited to go to Miami, NFAA pays round-trip airfare within the United States and its territories, as well as lodging and meal expenses.

Categories/ Content Areas: Drama/language arts

Ages/Grade Levels: High school seniors (17 or 18 years old)

Status: National

Time Commitment:

June	Early postmark deadline for submission of application form and fee(s)
October	Regular postmark deadline for submission of application form and fee(s)
November	Postmark deadline for submission of application packets

Preparation time varies.

Resources Needed: Depending on the art discipline entered, applicants must submit audiotapes, videotapes, films, slides, or manuscripts demonstrating artistic accomplishment.

Awards/ Benefits: National Foundation for the Advancement of the Arts (NFAA) earmarks up to $300,000 in cash awards for ARTS applicants whose work has been judges as outstanding by a national panel of experts. There are up to 20 award candidates in each of the seven disciplines (5 in jazz and 10 in photography) for live adjudications in Miami. An unlimited number of $100 Honorable Mention awards are granted to selected applicants who are not invited to Miami.

The January adjudications result in the recognition of excellence through the following award categories: first level, $3,000 each; second level, $1,500 each; third level, $1,000 each; fourth level, $500 each; fifth level, $100 each. In unusual cases, judges recognize an applicant for an award in more than one discipline or discipline category, but only one financial award, at the highest award level achieved, is given to a single individual.

A unique aspect of the program is that ARTS awardees are the only candidates eligible for consideration by the White House for appointment as Presidential Scholars in the Arts. Also, through the Scholarship List Service, NFAA provides the authorized names of all ARTS applicants who are seniors in high school to 140 college, universities, and professional institutions. NFAA says it believes that investing in the lives and work of promising young artists at critical points in their artistic growth ensures cultural vitality and diversity and enhances life in all its dimensions.

COMPETITION NAME:
Beta Club National Convention

Contact:

George W. Lockamy, National Executive Director
Glenn Stribling, Assistant Director
Patricia H. Martin, National Sponsor
P.O. Box 730
Spartanburg, SC 29304

Description: The Beta Club National Convention is 4 days of academic competitions, group talent performances, special talent performances, and a Quiz Bowl competition.

How to Participate: Participants must be members of the Beta Club through their school. Clubs participate in state conventions, and the first- and second-place finishers in each category are invited to attend the national convention competition and run for office.

Costs: $10 student registration

Categories/ Content Areas: Spelling, creative writing, oratory/language arts, mathematics, social studies, speech

Ages/Grade Levels: Secondary

Status: National

Time Commitment: Four days in the summer

Resources Needed: Sponsor

Awards/ Benefits: An awards ceremony is held on the last night of the national convention, and scholarship awards are presented. First-place awards are $10,000; second place, $8,000; third place, $6,000; and fourth place, $4,000. Also, each state awards several scholarships in the amount of $1,000. Overall, Beta Club awards $90,000 in scholarship money each year.

COMPETITION:
Century III Leaders Program

Contact:

NASSP, Division of Student Activities
1904 Association Drive
Reston, VA 22091

Description: The Century III Leaders scholarship program recognizes outstanding high school seniors. Students who have a good academic record, are involved in school and community activities, and have an awareness of world events are encouraged to apply.

How to Participate: Scholarship packets are mailed to high school principals in August. The application process includes a two-page projection written by school winners concerning a problem America will face in its third century as a nation. A current events exam is also given. Any student who will graduate during the current school year from an accredited public, private, or parochial high school (or equivalent) in the 50 states or the District of Columbia is eligible to apply.

Costs: None

Categories/ Content Areas: General problem solving, social studies

Ages/Grade Levels: High school seniors

Status: National

Time Commitment: Minimal

Resources Needed: Scholarship packet (available from your high school principal)

Awards/ Benefits: The program, funded by Sylvan Learning Centers and administered by the NASSP Division of Student Activities, awards a total of $142,000 annually in scholarships. Each state has four winners, with one first-place award of $1,000 and the other three $500 each. State winners compete in the National Contest. The first-place winner in the National Contest received $10,000; awards of $500 will be given to nine other semifinalists at the national level.

COMPETITION:
Chemistry Olympiad

Contact:

Christine Berg Brennan, Ph.D.
USNCO Coordinator
16th Street, N.W.
Washington, DC 20036
(202) 872-6328

Description: The U.S. National Chemistry Olympiad (USNCO) encourages excellence in high school chemistry and is the way the U.S. representative to the International Chemistry Olympiad (IChO) is selected each year. It is sponsored by the American Chemical Society (ACS) and is administered in cooperation with ACS local sections nationwide.

About 10,000 high school students participate in the multitiered competition, which begins at the local level with written exams, science fairs, or teacher recommendations. The top students from local competitions are invited to take the national examination. About 1,000 students take the three-part exam, which consists of a multiple choice section, a laboratory practical, and a free-response section. Based on the scores from the national exam, 20 students are invited to attend a 2-week study camp at the U.S. Air Force Academy. At the camp, students study various topics in chemistry designated by the current year's IChO host country. The laboratory exercises are prepared by three mentors and Academy personnel. Examinations and laboratory practicals determine the top four students from the camp, who are then invited to participate in the IChO. At the IChO, the U.S. students compete in a 5-hour laboratory practical and a 5-hour theoretical exam against students from approximately 40 other countries. In addition, these students participate in cross-cultural activities and organized tours of the host country.

How to Participate: Local sections and high schools work together to determine who participates. Contact the USNCO coordinator in Washington, DC, for details. Local sections use either the USNCO prepared exam, a local prepared exam, laboratory practicals, teacher recommendations, or regional events with competitive activities among teams to choose their nominees.

ACS local sections are vital to the success of the Olympiad program. The process begins in the fall when local high schools are notified of the event. Sections choose their nominees for the national exam by various means. Local sections nominate eight students plus one additional student for every 350 section members above an initial 1,000 to take the national exam. To promote widespread participation, no more than two students from a given school may take the national exam.

Costs: None

Categories/ Content Areas: Chemistry/general problem solving, science

Ages/Grade Levels: High school

Status: National/International

Time Commitment: Local competitions/recommendations are in March. The national exam is held in April. Part 1 is a 2-hour, 70-item multiple choice test; Part 2 is a 2-hour written-response test. The Air Force study camp is 2 weeks in mid-June. The IChO is held in mid-July for 1 week. Opening ceremonies are on Monday. The lab exam is on Tuesday. The written exam is on Thursday, with awards on Saturday.

Resources Needed: National exam

Awards/ Benefits: Students have the opportunity to continue to advance and to compete internationally. During closing ceremonies at the IChO, gold medals are presented to students who score approximately in the top 10%, silver to the next 20%, and diplomas of recognition to the rest.

The goals of the USNCO are to stimulate all young people to achieve excellence in chemistry; recognize outstanding chemistry students and encourage additional learning at a formative time in their intellectual development; recognize the excellent achievement of the teachers of these students and the importance of the school environment in which they learn; promote contact between ACS local sections and area schools and foster interest and influence of professional chemists in the teaching of chemistry; foster cross-cultural experiences and acquaint students with similarities and differences between themselves and their counterparts in other nations; and challenge the chemical knowledge and skills in their international arena.

COMPETITION:
Civic Oration Contest

Contact:
Rita Johnson
Fraternal Department, Youth Division
1701 First Avenue
Rock Island, IL 61201
(309) 786-6481, ext. 330

Description: The contest provides students with the opportunity to develop and apply oratorical skills. Winners at the Level I local level, can advance to the Level II contest, county/district; Level III contest, state/regional; and Level IV contest, national. Each student prepares a speech on a specified topic. The subject is announced each September.

How to Participate: This contest may be held in any local school in any town or community in the continental United States, through donation by an area representative of Modern Woodmen of America (MWA). Although the principal focus of the contest is 5th through 8th graders, the participating school may open it to 9th through 12th graders. However, these older students are not eligible to advance to further competition. Those who do advance to the higher levels of the competition must present the same speech at all levels. At the national level, the speech may be videotaped. The actual contest may be held anytime between January 1 and May 31, and the date is selected by the principal or teachers of the participating school. To receive the trophies, a registration form must be completed each year and must be received by MWA 30 days prior to the contest.

A minimum of 12 students within the school must compete, and the length of oration is to be 3 to 5 minutes. Good results can be obtained when the contest is made a part of a school activity or a PTA meeting. Newspaper publicity will help to create a positive atmosphere for the school. News stories can further acquaint the community with the school's worthwhile activities for its students. Modern Woodmen's representative will be pleased to make the presentation of trophies at the contest finals. If this is desired, please contact the representative.

Costs: Modern Woodmen of American (MWA) provides this educational program free of charge through a Modern Woodmen representative. However, a report form must be completed and mailed within 5 days of the contest finals to the Fraternal Department, Youth Division of MWA.

Categories/ Content Areas: Speech

Ages/Grade Levels: Grades 5 to 8; Grades 9 to 12 may participate locally but may not advance to other competitions.

Status: National, state/regional, county/district, local

Time Commitment: MWA stipulates that this contest must be held between January 1 and May 31. Preparation time varies.

Resources Needed: An official registration form; three judges who are educators from local schools and/or colleges or known civic leaders; and a student brochure for each student (provided by MWA), which includes a picture of the trophies and awards, rules of the contest, and an explanation of the topic; and a chairperson's packet, which includes materials and forms needed to conduct the contest and complete details on running the local contest, are available.

Awards/ Benefits: *Local:* All students get a certificate, whether they took part in the preliminaries and/or finals, as a tribute to oratorical ability. Seven gold-plated Civic Oration Contest pins are given to each school and should be presented to high-ranking pupils. One set of trophies is sent to each school. Solid walnut individual trophies are presented to the winner and runner-up only. These then become their personal property. A solid walnut plaque is donated as a school trophy with the stipulation that it will remain in competition for 5 years. A new school trophy is furnished after 5 years to continue the contest.

County: Each student participating in the county/ district contest receives a pennant. One set of silver trophies is sent per contest, a school trophy for the first-place winner's school and three student trophies for the first-, second- and third-place winners. The first-place winner receives a $50 U.S. Savings Bond.

State/Regional Contest: All student participants in the state/regional contest get an Olympic-style ribbon with a pewter medallion. Again there are trophies for the first-place winner's school and for the first-, second-, and third-place students. The first-place winner receives a $100 U.S. Savings Bond, the second- place winner, a $75 bond, and the third-place winner, a $50 bond.

National Contest: All student participants in the national contest receive a red, white, and blue ribbon with a specially inscribed medallion. The first-, second-, and third-place winners and their schools receive engraved walnut and velvet plaques. The first-place winner receives a $1,000 savings plan, the second-place winner, a $750 plan, and the third-place winner, a $500 plan. The savings plan plus interest will be paid to the winners when they attain legal age.

Students are given the opportunity to compete and to show their skills in clear thinking and speaking. The contest also provides experience in an activity of value in personal, academic, and community life. The contest is most successful when made a part of class work, such as English, public speaking, history, or civics.

COMPETITION:
Classical Association of New England

Contact:

Ruth L. Breindel
President
Moses Brown School
250 Lloyd Ave.
Providence, RI 02906
(401) 831-7350

Description: This is an essay competition related to the classics. The topic is assigned each year.

How to Participate: Students enrolled in a classics course are eligible to enter. If a teacher is not a member of the association, the name of the state representative can be supplied by the president of the association. Winning essays of the school should then be sent to the state representative. If a teacher is a member, the complete guidelines can be found in the association's journal. The essay's limit is 700 words.

Costs: None

Categories/ Content Areas: Writing/language arts

Ages/Grade Levels: High school juniors and seniors

Status: Regional (five New England states)

Time Commitment: Varies by individual. Entry deadline is mid-December.

Resources Needed: Competition guidelines as provided in the association's journal (*New England Classical Newsletter and Journal*)

Awards/ Benefits: $200 savings bond for best essay and first place only

COMPETITION:
Continental Mathematics League

Contact:

Joseph Quartararo, President
Continental Mathematics League
P.O. Box 5477
Hauppauge, NY 11788-0121
(516) 265-4792

Description: The Continental Mathematics League (CML) offers students an opportunity to learn mathematics and enjoy it. Students from grades 2 to 12 may participate. CML sponsors other contests in geography, language areas, social studies, and science.

Grades 2 to 3: It is the belief of the CML that many students can begin developing their ability to approach a problem at an early age. Here is an enjoyable educational supplement to a school's program.

Pythagorean and Euclidean Divisions, Grades 4 to 9: Students participating require above average reading comprehension and analytical reasoning capabilities. Their computational skills should be appropriate to their grade level.

Calculus League, Advanced Placement (AP): The questions are designed to enhance understanding of calculus. At the same time, they prepare students for the AB level of the Advanced Placement examination. Calculators approved by ETS may be used.

SHS BASIC Contest, Grades 10 to 12: Hardware, systems of numeration (2, 8, 16), IBM-standard flowcharting symbols, programming logic, BASIC as found on the popular microcomputers. Structured programs using subroutines. Access to a computer is not permitted during the contests.

PASCAL Contest, AP: The questions are based on the AP Computer Science Outline and should provide an excellent review before the AP exam.

All CML experiences are designed to both maximize student opportunities to participate and to improve their problem-solving capabilities. Students participate with other students on the same grade level from schools all over the United States. These activities may be conducted in class without any additional time or transportation requirements.

How to Participate: Schools must complete an official registration form (available from the above address) and return it, with the appropriate fee, to the CML by mid-October (dates vary each year). The prices outlined below are the school's total fees for the school year.

Each student works independently within the prescribed time period. Only paper and pencil may be used to solve the questions. Each meet and contest is held on a date scheduled by CML. Two copies of the questions for each meet are provided. Schools may duplicate as many additional copies as they require. There is no restriction as to how many students may participate.

Meets and contests are to be proctored and graded by the school, with answer keys and step-by-step solutions provided by CML. The top six scores on each sheet are the team's score. The scoresheet is sent to CML, where the results are collated and sent to member schools.

Costs:

Grades 2-3	$50 for each team
Pythagorean/ Euclidean Division	$60 for first team, $50 for each additional team
Calculus League	$60 for each team
Computer Contests (BASIC or PASCAL)	$50 for each team

Categories/ Content Areas: Computers, mathematics

Ages/Grade Levels: Grades 2 to 12

Status: National

Time Commitment: Activities may be completed during class time.

Resources Needed: Registration form is available from the above address.

Awards/ Benefits: Each participating team receives five certificates and two medals. National and regional awards are distributed to duly recognize individual and team achievements.

COMPETITION:
Creighton University Math Field Day

Contact:

Jim Carlson
Director, Math Field Day
Department of Mathematics, Computer Science
Creighton University
California and 24th Street
Omaha, NE 68178
(402) 280-2827

Description: The Math Field Day is designed to stimulate interest in mathematics and to recognize mathematical ability and achievement among high school students. School teams compete in a variety of events, including a written relay examination, a speed test, and computer-based activities.

How to Participate: Schools enter teams of five students or partial teams. Each team is composed of seniors, juniors, and at least one sophomore or freshman. Schools may enter up to two teams of five students each, or partial teams.

Costs: No registration fees are charged.

Categories/ Content Areas: Mathematics

Ages/Grade Levels: High school, Grades 9 to 12

Status: Regional (Nebraska, Iowa, Kansas, Missouri, South Dakota)

Time Commitment: One-day competition

Resources Needed: Entry form is available from above address.

Awards/ Benefits: Schools compete against other schools with similar enrollments for trophies. Plaques are awarded in individual events as well. All participants receive certificates of participation.

COMPETITION:
Cricket League Contest

Contact:
Cricket League
P.O. Box 300
Peru, Illinois 61354

Description: *Cricket* is a magazine for readers age 9 to 14 who are curious about their world and who have adventurous minds and imaginations. Every issue is filled with stories, poems, puzzles, recipes, and articles about science and nature. *Cricket*'s contributors include the world's best writers, both children's authors and authors who ordinarily write for adults. Story, drawing, poetry, and photography contests are held monthly.

How to Participate: Entries must be on the theme described on the Cricket League page of each month's *Cricket* magazine, where complete contest rules can be found. The theme relates to some story or article in that issue. Although the magazine targets readers from 9 to 14, there is no limit on who may enter.

Costs: Postage

Categories/ Content Areas: Language arts

Ages/Grade Levels: All

Status: National

Time Commitment: The time required to produce the story, poem, or artwork to submit

Resources Needed: A current issue of *Cricket* magazine

Awards/ Benefits: Each entry receives a reply, whether it wins or not. Winning entries are published in *Cricket* 3 months later. Winners receive certificates suitable for framing and prizes such as books and writing or art supplies. Numerous honorable mention certificates are also awarded.

COMPETITION:
Duracell/NSTA Scholarship Competition

Contact:

Eric V. Crossley, Manager
Industry/Education Programs
1840 Wilson Boulevard
Arlington, VA 22201-3000
(703) 243-7100
(703) 243-7177 (fax)
(703) 312-9258 (direct line)

Description: For this competition, each entrant designs and builds a device that runs on batteries and performs a practical function. This can include but is not limited to devices that educate, entertain, or make life easier in some way.

How to Participate: To enter the competition, a student must create and build a working device powered by Duracell® batteries. Each entry must be designed and built by a single entrant. Joint entries are not accepted. Entries must meet established specifications, and each entry must contain all of the following items:

Essay: A description of the device; it must not exceed two pages in length and must be neatly typed with black ribbon and double spaced with 1-inch margins on standard 8 ½ × 11-inch paper.

Wiring Diagram: A drawing of a circuit diagram that includes the polarity of the batteries and uses standard symbols; submit on standard 8 ½ × 11-inch paper.

Photographs: One or more pictures (slides are not acceptable) of the device that show it clearly and in full.

Official entry form.

Submit all entry materials by the specified deadline (around January 21). The actual device is not mailed. The 100 top finalists are notified to send in the actual devices for the final judging. All entries received in accordance with the rules are judged on the following basis: 35% creativity; 35% practicality of the device; 15% energy efficiency of the device; 15% clarity of essay, including spelling and grammar. Winners are selected by a panel of distinguished scientists and science educators identified by the National Science Teachers Association (NSTA). The decision of the judges is final. A student can win a first-place award only one time. A student can win second-, third-, and/or fourth-place awards more than once. Each student is limited to one entry. The 100 selected and notified finalists must ship their actual devices to Duracell headquarters for final judging. Finalists are provided with detailed instructions regarding when, where, and how to ship their devices. Packaging, including boxes and insulating materials, is the responsibility of finalists and their teachers. Duracell and NSTA accept no responsibility for damage to devices or loss of devices during judging, shipping, or reshipping. Entry materials (essay, wiring diagram, and photos) are not returned to the entrants. The devices submitted by the 100 finalists may be retained by Duracell for up to 18 months. Duracell is granted permission to use the entrant's name, photograph, likeness, and device for publicity purposes. The student inventor retains ownership and rights to the battery-powered device.

Costs:	Postage and cost of materials
Categories/ Content Areas:	General problem solving, science
Ages/Grade Levels:	Secondary school
Status:	National
Time Commitment:	The amount of time required to design and build the device varies per individual.
Resources Needed:	Duracell alkaline AAA, AA, C, D, 9-volt, and/or lantern-size batteries; official entry form; photographs of device
Awards/ Benefits:	There are 100 student awards of U.S. Series EE Savings Bond in the following amounts (number in parentheses is the number of awards given at each level):

First Place	$20,000 (1)
Second Place	$10,000 (5)
Third Place	$1,000 (10)
Fourth Place	$500 (25)
Fifth Place	$100 (59)

The top six winners, their parents, and teacher/sponsors are flown to the site of the NSTA National Convention to attend an awards banquet held in the winners' honor. Teachers of the top six winners receive personal computers. Ten third-place teachers receive a $50 gift certificate for NSTA Publications. Twenty-five fourth-place teachers receive a $25 gift certificate for NSTA Publications. Fifty-nine fifth-place teachers receive a Duracell gift.

The top 100 finalists receive a personalized award certificate. All participants receive a gift and a certificate.

COMPETITION: Executive Women International Scholarship Program

Contact:

Debra G. Tucker
EWI Scholarship Program Coordinator
515 South 700 East, Suite 2E
Salt Lake City, UT 84102
(801) 355-2800
(801) 355-2852 (fax)

Description: The competition begins in January of each year and culminates with the final judging in the fall at the site of the Executive Women International Annual Meeting/Convention. Participants are judged on the basis of their application materials (personal history, awards, personal references, and interviews). The competition advances from the chapter level to the regional, semifinalist, and finalist levels.

How to Participate: Participants must be enrolled in business or college preparatory courses or any professional field of study pursuing a career that contributes to the free enterprise system. Each participant fills out an application and sends a notebook of awards and personal history and personal references.

Costs: None

Categories/ Content Areas: Business, free enterprise/social studies

Ages/Grade Levels: High school juniors only, from a participating chapter

Status: National, but participants must reside in the territorial boundaries of a participating chapter.

Time Commitment: Varies (application and several interviews)

Resources Needed: Sponsoring teacher, application materials, interview

Awards/ Benefits: Awards at the chapter level vary. Three national finalists are chosen. The first-place finisher receives $10,000; second place, $8,000, and third place, $6,000 (spread out over 4 years).

COMPETITION: Federal Reserve Bank of Minneapolis, Student Essay Contest

Contact:

Rob Grunewald, Public Affairs
250 Marquette Avenue
Minneapolis, MN 55401-2171
(612) 340-2345

Description: This essay contest provides an opportunity for students to use critical thinking, argumentative writing, and investigative research skills in the preparation of a document. The essay topic, which is different each year, focuses on current events and community issues. In addition to the development of writing and thinking skills, the contest informs participants about the Federal Reserve's role as a regulator of the banking industry.

How to Participate: All 11th- and 12th-grade high school students in the Ninth Federal Reserve District may enter the essay contest under the following conditions:

1. Each entrant must be under the supervision and direction of a teacher.

2. The supervising teacher's verification of authenticity, confirming that the essay represents the student's own thoughts and writing, must accompany the essay.
3. Students who have family members employed by the Federal Reserve Bank of Minneapolis or who serve as contest judges are not eligible to participate.

Application for resource packets does not obligate students to enter.

Costs: Postage

Categories/ Content Areas: Current events, banking, and community issues, writing, grammar/language arts, social studies

Ages/ Grade Levels: Junior and senior high school students

Status: Regional (Ninth Federal Reserve District, composed of Montana, North Dakota, South Dakota, Minnesota, 26 Northwestern counties of Wisconsin, upper peninsula of Michigan)

Time Commitment: Writing time varies by individual. The schedule is as follows:

Mid to late October	Teacher application
March 1	Student essay entry
End of March	Finalists announced
Mid-April	Student workshop and awards program

Resources Needed: Five resource materials packets are sent to teachers who send in the application form. Each packet includes contest rules, entry guidelines and timetable, background information on the essay topic, applicable Federal Reserve publications, glossary of terms, bibliography, tips on conducting research and interviews, guidelines on preparing the essay, student entry forms.

Awards/ Benefits: Up to 30 finalists receive a $100 U.S. Savings Bond, a commemorative T-shirt, and an awards certificate. In addition, the second-place essayist receives an extra

$200 savings bond, and the first-place essayist receives an extra $400 savings bond.

Finalists and their teachers are invited to the Federal Reserve Bank of Minneapolis around April 15 for a culminating student workshop and awards program. Although student finalists are encouraged to participate in this unique opportunity to meet and work with other outstanding student finalists from the Ninth District, attendance is not mandatory to receive awards.

The bank hosts an informal dinner the night before and lunch on the day of the workshop for all finalists and guests. Scholarships covering travel (automobile mileage and one night's lodging) are provided by the Federal Reserve Bank of Minneapolis for finalists and teachers attending from outside the Minneapolis-St. Paul metropolitan area.

COMPETITION:
Future Problem Solving Program

Contact:

Chris Funderburgh or Sandra Alcock
Texas Future Problem Solving Program
Pleasant Hill Annex
305 N. Bluff Drive
Austin, TX 78745
(800) 333-5888

Description: The objective of the Future Problem Solving Program is to help students learn how to think. It purports to motivate and assist students to (a) think more creatively, (b) develop an active interest in the future, (c) improve communication skills, (d) solve problems using a six-step process, (e) work cooperatively with their teammates, (f) learn about complex social issues, (g) develop research skills, and (h) think critically and analytically. Students may compete in the regular program with a team of four students to solve futuristic problems according to a prescribed six-step process, or they may enter the community problem-solving division, the primary division, or the scenario writing contest. The following are descriptions of each of these opportunities:

Future Problem-Solving Program: A year-long program in which teams of four students use a six-step problem-solving process to solve complex scientific and social problems of the future. At regular intervals throughout the year, the teams mail their work to evaluators, who receive it and return it with their suggestions for improvement.

Primary Division: A noncompetitive, instructional component of the Future Problem-Solving Program. Students who participate in this division are very young students in the primary grades (K to 3), students in the higher elementary grades (4 to 6) who are not quite ready for the complexity of the regular program, and any other students for whom the problem-solving process is new. Like the regular program, the Primary Division has three problems for students to complete during the school year and mail to evaluators for their scoring and comments. Unlike the regular program, the Primary Division has no "bowls" or competitive aspects.

Community Problem-Solving Division: Students apply the problem-solving process they have learned to real-life problems within their communities. Reports of problem-solving projects are evaluated, and winners at each of the grade-level divisions receive invitations to attend the International FPS Conference.

Scenario-Writing Contest: Students are encouraged to develop and submit 1,200-word (or less) scenarios of the future. Scenarios are written in short-story format and placed at least 20 years into the future. As in the other competitive components, students compete only against other students at their own grade levels.

How to Participate:	Contact the office listed above to get the names of contact people in your state or territory. Through your state office, you can receive information about how to participate and even find out who is already participating in your area. Teams and individuals who want to participate must have a teacher or parent coach. Participation must begin in a school.
Costs:	Costs vary from state to state. There is usually a cost per team or individual who enters.
Ages/ Grade Levels:	Primary divisions (K to 3), Junior (Grades 4 to 6) Intermediates (Grades 7 to 9), Seniors (Grades 10 to 12)

Status: International

Time Commitment: The regular program lasts throughout the school year. Time commitment varies but usually decreases as students become more experienced. State contact people can provide more details on time commitment.

Resources Needed: There are many materials available to help coaches. Of particular help is the *Coaches Handbook*. All are available at minimal cost from state offices and from the international office.

Awards/ Benefits: Each state and territory has a state "bowl" in the spring. Finalists from this bowl usually receive certificates and plaques. Some states even award scholarships. These finalists proceed to the international bowl held in early June in Ann Arbor, Michigan. The winners of the various competitions there also receive certificates and plaques.

COMPETITION: Global Challenge

Contact:
Global Challenge
P.O. Box 9700
Coral Springs, FL 33075

Description: Global Challenge is a competition in current events and geography. It fosters curiosity, awareness, and appreciation for national and international current events and geography. The competition is on two levels: Junior Contest (Grades 7 to 9) and Senior Contest (Grades 10 to 12). The competition tests knowledge of the current year's national and world news and the related geography. After the contest, the solution keys for each test, an item analysis of each test, the names of the top -coring students by grade level, the names of the top-scoring schools by grade level, the mean score for each grade level, and the percentiles for each grade level are published in a newsletter.

How to Participate: Interested schools must complete the official registration form and send it to Global Challenge by the end of October. Any middle school, junior high school, or high school in the nation may register.

Registered schools receive a letter of confirmation. The third week of January, each school receives the tests and answer sheets. The contest is administered on or near February 1. The answer sheets are mailed to Global Challenge for electronic scoring.

Each correct response is worth four points. A perfect score of 200 is possible. One point is deducted for each incorrect answer. There is no penalty for questions left unanswered. Global Challenge scores all answer sheets and tabulates individual and team scores by grade level. A school receives a team score for each grade level in which it participates. The team score is the sum of the 10 highest individual scores in a particular grade level. Each school receives a printout of its results listing students' names, answers, number right, number wrong, and final scores.

Costs: $55 to register per school. Registration includes contest for Grades 10 to 12, contest for Grades 7 to 9, 100 answer sheets for students in Grades 7 to 12, scoring and tabulation of results, newsletter, and awards. Packets of 50 additional answer sheets can be purchased for $15 each. Payment may be enclosed or invoiced.

Categories/ Content Areas: Current events, geography/social studies

Ages/ Grade Levels: Middle, junior high, and high school students (Grades 7 to 12)

Status: National

Time Commitment: The contest takes 45 minutes. Preparation time is at the students' discretion.

Resources Needed: Contest packets and answer sheets for 100 students. Additional answer sheets may be purchased if needed.

Awards/ Benefits: Each school receives ribbons for its two-top scoring students in each grade level. Nationally the schools with the highest team scores receive engraved plaques.

COMPETITION:
High School Journalism Contest

Contact:
National Federation of Press Women (NFPW)
1105 Main Street, Box 99
Blue Springs, MO 64013
(816) 229-1666

Description: This contest is designed to honor work in the journalism areas of editorials, feature stories, news stories, sports stories, personal columns, feature photos, cartooning, and graphics.

How to Participate: Students must first have received a first-place award in a contest sponsored by one of the federation's state affiliates (information can be obtained from the national organization at the above address). Entries must be the work of students (male/female) enrolled in Grades 9 to 12 during the current school year, or the last semester of the senior year for student work published after the current deadline. Follow the deadline set by the NFPW state affiliate. Submit two tearsheets (the entire page on which the article appears) for each entry. For photo categories, send two 8 × 10 or smaller prints plus the two tearsheets. Do not send photocopies, as entries are judged on the quality of the photo print. For the column category, send two copies each of three different columns, two that were published consecutively and any third one, constituting one entry.

Costs: Postage, materials preparation

Categories/ Content Areas: Journalism/language arts

Ages/ Grade Levels: Grades 9 to 12

Status: National

Time Commitment: Preparation time varies.

Resources Needed: Entry materials

Awards/ Benefits: First place, $250 cash; second place, $200; and third place, $50. National student winners, their parents, and advisers are invited to attend the NFPW Youth Projects Awards luncheon at the annual conference in June. Students who attend to receive an award get a travel grant matching the amount of the contest award. Student entries are published in national journalism publications.

COMPETITION:
High School Younger Scholars Awards

Contact:

National Endowment for the Humanities
Division of Fellowships and Seminars
Room 316
1100 Pennsylvania Avenue N.W.
Washington, DC 20506
(202) 606-8459

Description: This is an opportunity for independent research and writing projects that are firmly grounded in one or more of the disciplines of the humanities. Under the close supervision of teachers and scholars in the humanities, individuals pursue their own projects during the summer when concentrated periods of time are available.

How to Participate: Any high school student who is a citizen of the United States, or a foreign student who has lived here at least 3 consecutive years, may apply. Guidelines and application forms are available upon request from the Division of Fellowships and Seminars.

At the time of submission, the completed application packet must include

1. The original copy of the completed application;

2. Two completed data cards (as supplied);
3. Seven photocopies on 8 ½ × 11-inch paper of the completed application, including a copy of the application cover sheet and a comprehensive description of the proposed study, including a bibliography; and
4. A reference letter from the project adviser in a sealed envelope. Without a letter from the project adviser, an application will not be reviewed. The project adviser must have knowledge and qualifications in an appropriate humanities discipline and be willing to work closely with the grantee.

Only one person may be listed by the applicant as the official project adviser. All projects are expected to result in a substantial research paper, with bibliography, that must be submitted to the Endowment in conjunction with a narrative final report. The project adviser must submit an assessment of the summer's work within 90 days following the end of the grant period. No project activities may take place outside the United States during the grant period. Joint projects by two or more individuals may not be submitted. An individual may submit only one application during any cycle of completion. Parents, guardians, or other immediate relatives of the applicants may not write reference letters or serve as the applicants' advisers on the projects.

An individual who receives a Younger Scholars award may not apply for a second one. No adviser may work with more than two Younger Scholars during a grant period.

Costs: None; grants are received to conduct research and to write.

Categories/ Content Areas: History, literature, philosophy, languages, comparative religion, theory, the criticism of the arts, and aspects of the social sciences that employ historical or philosophical approaches/language arts, social studies

Ages/ Grade Levels: Secondary school

Status: National

Time Commitment: Application deadline is November 1. All grants involve 9 weeks of full-time work by an individual during the summer months. The Endowment suggests a minimum of one conference per week between the applicant and the project adviser and requires that applicant-adviser meetings be conducted in person.

Resources Needed: Application forms and guidelines

Awards/ Benefits: Grant awards equal $2,100, which includes $500 for the project adviser.

COMPETITION: International Computer Problem Solving Challenge

Contact:
Dr. Donald T. Piele
ICPSC
P.O. Box 085664
Racine, WI 53408
(414) 634-0868
(414) 595-2056 (fax)
E-mail: piele@cs.uwp.edu

Description: The primary goal of the Computer Problem Solving Challenge (ICPSC) is to provide computing challenges for students in Grades 4 to 12. The event is held at local sites and is conducted by local coordinators. It is designed for students of all abilities, from beginning to advanced. ICPSC is less demanding than the USA Computing Olympiad and International Olympiad in Informatics, but it is still very challenging and many former USACO winners have participated in the ICPSC.

On the last Saturday in April, students gather at local sites throughout the world and attempt to solve five problems in 3 hours using any programming language. Students are divided into three divisions based on grade and age: Elementary, Junior, and Senior.

The ICPSC combines the art of problem solving with the skill of computer programming. It challenges students to create short, original solutions to a set of problems. The problems fall into five categories: computation, simulation, graphic patterns, words, and mind-benders. Any language may be used, but sample solutions are provided in BASIC for the Elementary and Junior divisions, PASCAL for the Junior and Senior divisions, and C for the Senior division.

The first round of judging is conducted at the local site by local judges. The ICPSC organization provides the forms, grading procedure, and sample solutions to assist the judges in ranking the local students. The programs and output from each student who solves all five problems correctly are sent to ICPSC for further examination and distribution of the awards.

How to Participate: The ICPSC is disseminated to local areas and run by a local ICPSC coordinator. This person is responsible for organizing the local challenge. This, among other things, involves duplicating and securing the set of challenge problems. Local coordinators are usually science teachers.

Local coordinators may register their school, or multiple-school district, as a ICPSC site by completing the official registration form, available from the above address. If the school is on the ICPSC mailing list, it automatically receives the Qualifying Round Problems as well as a newsletter containing information about the ICPSC, the International Olympiad in Informatics (IOI), and the USACO.

Costs: $40 per division per school and $80 per division for multiple-school sites, such as districts, states, or countries. There is no limit on the number of students who may participate at a site.

Categories/ Content Areas: Computers

Ages/ Grade Levels: Grades 4 to 12

Status: International

Time Commitment: One day

Resources Needed: Official registration form. Also, a book of all previous problems used in all three divisions is available for $30.

Awards/ Benefits: Local coordinators are free to use the event and/or awards in any manner they choose. The goal is to help local areas to encourage the development of computer problem-solving skills. In addition, international recognition is provided to the top students by publishing their names in the *Journal of Computer Science Education.* Also, all students who solve all five problems correctly receive an embossed gold-foil award. The top student in each division receives an award plaque.

COMPETITION:
International Mathematics Olympiad

Contact:

Walter Mientka, Executive Director
American Mathematics Competitions
1740 Vine St.
University of Nebraska
Lincoln, NE 68588-0658
(800) 527-3690 (office)
(402) 472-6087 (fax)
E-mail: walter@amc.unl.edu

Description: The International Mathematics Olympiad (IMO) is an international mathematics competition based on non-calculus mathematics. The IMO is held in July of each year in a designated country. There is also a USA Mathematical Olympiad and an elementary program.

How to Participate: The IMO is preceded by a 4-week U.S. training program for 20 to 24 students. Selection for the U.S. Training program is based on results in the American Mathematics Competitions, primarily the USA Mathematical

Olympiad. Attendees are candidates for the IMO team. The IMO team is then selected on the basis of the USAMO and other tests given at the training program. USAMO winners are not guaranteed positions on the IMO team. The training program is held in alternate years at the U.S. Military Academy (West Point) and the U.S. Naval Academy (Annapolis). Participants study rules of the program and the living rules of the base.

Costs: All expenses for attending the training program and travel to the IMO are paid by the Office of Naval Research, the Army Research Office, and the Matilda R. Wilson Foundation. All expenses at the IMO are paid by the host country.

Categories/ Content Areas: Noncalculus mathematics

Ages/ Grade Levels: Secondary school students who qualify, regardless of grade level

Status: International

Time Commitment: The training program lasts 4 weeks. The IMO takes 9 hours over 2 days to attempt six problems.

Resources Needed: An invitation to participate

Awards/ Benefits: If selected to the IMO team, students receive an all expenses-paid trip to a foreign country and the opportunity to compete internationally.

COMPETITION: International Robot Contest

Contact:
Jake Mendelssohn
Connecticut Robotics Society
190 Mohegan Drive
West Hartford, CT 06117
(203) 233-2379

(203) 232-0435 (fax)
Internet: jake.mendelssohn@circellar.com
Prodigy: KJRP71A

Description: The annual Fire-Fighting Home Robot contest is open to everyone and has different categories that enable anyone of any age, ability, or experience level to compete and possibly win. The challenge is to build a robotic device that can move through a model of a single floor of a house, look for a fire (a lit candle), and then extinguish it. The model house is 8 ft. by 8 ft. with walls, hallways, and rooms. Contestants are given the exact layout of the house with the official rules. The robot that searches the house, finds the candle, and extinguishes it in the shortest time is the winner. Robots must be less than 1 ft. on a side and can be tethered to a personal computer or operated by a self-contained microprocessor. There are different judging criteria so that any robot, simple or sophisticated, can be a winner. The contest is held at Trinity College in Hartford, Connecticut, in late April. In the past, the contest generated inquiries and participants from 41 states and 27 foreign countries. The entrants ranged from 4th graders to MIT professors.

How to Participate: There are no restrictions as to who can enter a robot. Although most entries are submitted by individuals, there is no limit on the number of people who can participate as a group.

Registration forms, along with the entry fee, must be postmarked by March 15. Forms and contest rules are available from the above address. Because of the expense involved, it is not possible for the contact person to return phone calls. Contact should be made by e-mail, U.S. mail, or fax.

Costs: A fee of $20 is required for each robot entered. More than one robot can be entered by any individual or group, but each entry must be accompanied by a $20 fee.

Categories/ Content Areas: Computers, science

Ages/ Grade Levels: Students in high school and younger participate in the junior division. There is a senior division for everyone else.

Status: International

Time Commitment: Although the actual competition takes place on one day, it can be the culmination of months of work designing and building the robot.

Resources Needed: Official registration form and contest rules

Awards/ Benefits: The winner of the junior division for entrants in high school and younger receives the top prize of $1,000. All entrants receive an award, and there are separate special prizes for the winners in each category.

COMPETITION:
International Science and Engineering Fair

Contact:
Karen Richardson, Public Relations or
Karen Roydon, Science Service Youth Programs
1719 N Street, N.W.
Washington, DC 20036
(202) 785-2255
(202) 785-1243 (fax)

Description: The International Science and Engineering Fair (ISEF) has been administered since 1950 by Science Service, Inc., whose mission is to advance public understanding and appreciation of science, especially among young people. The purpose of ISEF is to encourage junior and senior high school students to combine their imaginations along with the tools of technology and science to explore a vision of the future.

The ISEF is called both a competition and an enrichment program. It creates an opportunity for students to be recognized for their achievement by leading experts in their field and exchange knowledge and ideas with other science students. The ISEF attracts more than 800 top science students from all over the world, who win their way to ISEF in local, regional, and national fairs in over 30 countries.

How to Participate: From more than 400 regional science fairs that are affiliated with Science Service, two finalists are selected to go to the ISEF. The fairs are held throughout the United States and its territories. Many international students from more than 30 countries also have the opportunity to participate in science fairs affiliated with Science Service.

At the ISEF, more than 1,000 judges, international experts from the fields of science, mathematics, and engineering, interview each student and analyze research projects using criteria established by Science Service. As the ISEF administrator, Science Service provides official rules and specific judging criteria for the various international, national, state, and regional fairs affiliated with the ISEF.

Costs: The regional fair covers the finalists' costs for entry, transportation, meals, and housing.

Categories/ Content Areas: Science

Ages/ Grade Levels: Junior and senior high school students (Grades 9 to 12) are eligible to compete. In recent years, the age range has been 14 to 20, with about 350 of the students in their last year of high school.

Status: Local, regional, national, and international

Time Commitment: The ISEF itself lasts for 1 week. Time must be devoted to the preparation for regional science fairs. The amount of time is up to the individual.

Resources Needed: Materials for the science project

Awards/ Benefits: ISEF Grand Awards are presented to students in first through fourth place in the ISEF's 14 categories. Up to 33% of the finalists receive ISEF Grand Awards. From the Grand Award first-place winners, two students are selected each year to receive all expense-paid trips to the Nobel Prize ceremonies held in Stockholm, Sweden. The two Glenn Seaborg Nobel Prize First Award winners participate in activities of the Stockholm International Youth Science Seminar while they are in Stockholm.

Individual project awards are first place, $500; second place, $350; third place, $200; and fourth place, $100. For team projects, each team member receives $300, $225, $150, and $75, respectively. The schools of first-place winners receive a plaque, a $250 grant for equipment and books, and two 1-year subscriptions to *Science News*. Participants in the top team projects attend the European Community Contest for Young Scientists. Science Service is currently seeking corporate sponsors to raise the award level tenfold. The goal is to increase first awards from $500 to $5,000.

More than 60 professional, scientific, engineering, and federal organizations participate in the ISEF Special Awards Program. Each organization sends its own panel of judges to select the winner. The Special Awards are presented for a variety of disciplines and may consist of one or several categories.

These awards include college scholarships, cash awards, expense-paid trips to scientific and engineering installations or national conventions, summer jobs, equipment, plaques, medals, books, magazine subscriptions, and certificates. Some organizations also give cash awards, trips, plaques, or certificates to the winners' teachers and schools.

The ISEF encourages student interest in the sciences, exposes young people to role models in technical fields, and highlights the importance of science to the public. Science and engineering fairs enrich school programs in many ways: developing displays for independent projects; having work judged by professional scientists and engineers; sharing similar interests with other students; competing for awards; and receiving local, national, and even international recognition. The new category, team projects, encourages cooperative learning skills and provides new opportunities for students to participate in problem-solving situations that closely resemble industrial and academic research programs.

COMPETITION: Invent America!

Contact:

Invent America!
United States Patent Model Foundation
1505 Powhatten Street
Alexandria, VA 22314
(703) 684-1836

Description: Invent America! is a nationwide competition conducted through local schools. Students are encouraged to find creative solutions to everyday problems. They go through the process of inventing—from brainstorming ideas, to designing a plan, to building and displaying the invention. The school enrollment kit contains lesson plans and activities for Grades K-8. Schools may submit one entry from each participating grade to the national competition.

How to Participate: Schools wishing to participate must obtain a school enrollment kit from Invent America! The kit contains an enrollment form for the participating school and includes all program/contest materials in a reproducible format with special permission to reproduce according to Invent America! guidelines. The school must return the completed enrollment form to Invent America! along with the enrollment fee. This enrolls the school, grants it authorization to reproduce materials for its own use, and registers it to submit entries for the invention contest.

Costs: $15 per school

Categories/ Content Areas: General problem solving

Ages/ Grade Levels: Grades K to 8

Status: National

Time Commitment: Students may spend considerable time developing their inventions. Classroom units are designed to be used during class time throughout the school year.

Resources Needed: Invent America! school enrollment kit

Awards/ Benefits: Awards of U.S. Savings Bonds are given for each grade in the following amounts: first place, $1,000; second place, $500; third place, $250; honorable mention, $100.

COMPETITION: Invention Convention

Contact:

Silver Burdett and Ginn Science
250 James Street
Morristown, NJ 07960-1918
(201) 285-7700

Description: The Invention Convention is designed to encourage students to apply basic science skills in a creative and productive manner. Participants are encouraged to identify a need or to solve a problem by following the same steps and patent application procedures that an inventor would follow in patenting an invention. The Annual International Invention Convention the winners of the local Invention Convention (held in classrooms, schools, or school districts) an opportunity to compete internationally with other inventors.

How to Participate: The Annual Invention Convention is open to users of Silver Burdett and Ginn Science in Grades 1 to 6 and for users of Silver Burdett and Ginn Life, Earth and Physical Science in Grades 7 to 9. Only one primary student (Grades 1 to 3), one intermediate student (Grades 4 to 6), and one student from Grades 7 to 9 represent their school. These students are chosen the winners of the local Invention Convention.

Each school that chooses to participate in the Annual Invention Convention must conduct a local Invention Convention and select a winner at each level (Grades 1 to 3, 4 to 6, and 7 to 9) during the current school year.

To be included in the International Invention Convention for a particular year, entries must be postmarked on or before February 15 of that year. Entries must be received no later than February 22 of the same year. Complete applications should be sent to Silver Burdett and Ginn Science.

The application for entering a local student winner consists of photocopies of each of the local winner's documents as follows:

A paper titled "Tribute to an Inventor" (optional for Grades 1 to 3)
A completed Intent to Invent form or "My New Idea" (for Grades 1 to 3)
A Research and Development form (optional for Grades 1 to 3)
A Silver Burdett and Ginn Patent Application or "My Invention" (for Grades 1 to 3)
A Personal Project Summary (optional for Grades 1 to 3)

Applications must also include a photograph showing the local winner, the display, and the invention and one or more detailed photographs of the invention. Clarity is important.

The materials are not returned. Do not submit the actual invention unless requested to do so by Silver Burdett and Ginn Science. Judges at the international level include distinguished inventors, scientists, science educators, and teachers. Judging is consistent with the principles of excellence and integrity developed throughout the Silver Burdett and Ginn Science program. The judges reserve the right to require a personal interview with any local winner who is under consideration for the international award. The decision of the judges is final.

Costs:	No entry fees
Categories/ Content Areas:	General problem solving, science
Ages/ Grade Levels:	Grades 1 to 3, 4 to 6, or 7 to 9
Status:	International
Time Commitment:	Entries are due by February 15 of each contest year. Winners are notified on or before March 15.

Resources Needed: The Invention Convention provides instruction, student application forms, and other materials for conducting a local Invention Convention.

Awards/ Benefits: All local winners entered in the Annual International Invention Convention receive a Silver Burdett & Ginn Science Local Grand Patent. The International Invention Convention winner is awarded a Silver Burdett & Ginn Science International Grant Patent and a grand prize of a personal computer. The international award winner is invited to attend the national meeting of the National Science Teachers Association (NSTA) with his or her parents and teacher at Silver Burdett and Ginn Science's expense. The winning invention must be physically present at the NSTA meeting.

COMPETITION:
Invitational Mathematics Examination

Contact:

Walter Mientka, Executive Director
American Mathematics Competitions
1740 Vine St.
University of Nebraska
Lincoln, NE 68588-0658
(800) 527-3690 (office)
(402) 472-6087 (fax)
E-mail: walter@amc.unl.edu

Description: The American Invitational Mathematics Exam (AIME) is the final examination on noncalculus mathematics. It follows the American High School Mathematics Examination AHSME).

How to Participate: Invitations are extended to all students in the United States and Canada who score above a designated level on the American High School Mathematics Examinations (AHSME). The person in each school who handles the AHSME examination indicates those students who have attained the AIME cutoff when the AHSME results are reported to the regional level. Once the scores are verified, the school receives the correct number of AIME tests, with an AIME teacher's manual. The school is responsible for notifying students and administering the examination.

AIME results are centrally scored. The students encode their answers on answer forms, and these are sent to the executive director of the American Mathematics Committee in Nebraska. When all results have been received and analyzed, the executive director sends each school the students' scores, a copy of the Solutions Pamphlet, and a list of the students who qualified for the USAMO.

Costs:	None
Categories/ Content Areas:	Noncalculus mathematics
Ages/ Grade Levels:	Secondary school students
Status:	National and Canada
Time Commitment:	The exam is composed of 15 questions and has a time limit of 3 hours. Preparation time varies. The exam is offered 3 weeks after the AHSME, which is held on a Tuesday in late February or early March.
Resources Needed:	An invitation to participate
Awards/ Benefits:	The highest-scoring students on the AIME are publicized in the AHSME Summary of Results and Awards. All participants of the AIME receive a certificate of participation. The AIME provides challenge and recognition to high school students who have exceptional mathematical ability.

COMPETITION:
Joseph S. Rumbaugh Oration Contest

Contact:

National Society of the Sons of the American Revolution
Col. Richard G. Sauner, USAF (Ret.), Chairman
1000 South 4th Street
Louisville, KY 40203

Description: This oratorical event honors Joseph S. Rumbaugh, a Florida Sons of the American Revolution (SAR) member. The contest is designed to explore the influence of the Revolutionary War on present-day America. Contest entries consist of an original oration of not less than 5 minutes or more than 6 minutes. Topics deal with an event, a document within the context of the Revolutionary War, or a personality, showing the relationship it bears to America today.

The purposes of the contest are to bring American history to the high school student and focus on events of today, draw an intelligent relationship between the past and the present, clearly demonstrate freedom of opportunity as a basic right of our national heritage, place a positive emphasis on the plans of our founding fathers, emphasize justice under law in the free society, and illustrate how the Revolutionary War influenced our freedom of expression.

How to Participate: Each state society makes contest information available to all senior high school speech teachers, history teachers, and principals as early as possible. Local contests are open to all students in all public, parochial, and private schools throughout the nation. Entry blanks are sent to each state chairman upon request at any time; however, general mailings to committee chairmen are made the third week in October.

State societies and/or chapters of the Sons of the American Revolution sponsor preliminary rounds to select one winner from each participating state. In districts where no state society individually sponsors an entrant, a district entry is permitted.

Before a state or district winner may speak in the national contest, a copy of the speech, a photograph, and a complete biographical sketch of the entrant must be in the hands of the national chairman of the oration committee 14 days prior to the National Congress; each speech must be essentially the same as the script submitted and notes may not be used. The state chairman is responsible for forwarding these materials promptly to the chairman of the NSSAR historical orations committee. The national chairman has the responsibility of furnishing his address to each state chairman.

All judges in the national contest must be members of SAR; they select the winners on the following basis: composition, delivery, logic, significance, general excellence, and time allocated for delivery. The national winner of the Joseph S. Rumbaugh oration contest may not compete again.

Costs:	Expenses for lodging, meals, and transportation to, at, and from the NASSAR Congress are paid by the sponsoring state society or district.
Categories/ Content Areas:	History, Revolutionary War/social studies, speech
Ages/ Grade Levels:	High school students
Status:	National
Time Commitment:	Biographical sketch and other entry materials due 14 days prior to contest. The speech is between 5 and 7 minutes in length. Individual preparation time varies.
Resources Needed:	Entry blank; a winning seat in a local or district contest
Awards/ Benefits:	Scholarship awards are as follows: first place, $1,000; second place, $600; and third place, $400.

COMPETITION: Junior Engineering Technical Society, Tests of Engineering Aptitude, Mathematics, and Science

Contact:

Ms. Cathy McGowan
JETS, Inc.
1420 King Street, Suite 405
Alexandria, VA 22314-2794

Description: TEAMS (Tests of Engineering Aptitude, Mathematics, and Science) is an academic program and competition that helps students refine their academic abilities and build their problem-solving skills by working in groups. TEAMS identifies outstanding groups of students who succeed both because they have demonstrated academic and leadership abilities and because they work well together.

JETS believes successful engineers, scientists, mathematicians and technologists must function efficiently and effectively in a cooperative group environment; excel in more than one academic area; and communicate effectively. Therefore, the TEAMS program encourages team cooperation and group effort, cooperative learning strategies, higher-order thinking, academic rigor, application of knowledge, and leadership and management skills.

TEAMS strives to measure aptitude, not achievement. It is designed to stretch even the most academically talented students. The TEAMS process does not test students on high school subject matter itself, but rather on what first-semester engineering students are expected to have learned and are expected to figure out. It requires the students to apply the subject matter, not simply recite it.

TEAMS is a one-day, two-part program with recognition possible at the regional, state, and national levels. Students work cooperatively in an open-book, open-discussion environment toward a single outcome. Objective and subjective problems are given. The problems and questions posed are similar to those students will face in freshman-level engineering fundamentals' courses.

In Part 1 of the exam, teams answer a series of questions related to engineering situations. Students are given a problem and certain information, and they are asked to answer a series of questions. Typically, Part 1 consists of 10 to 15 problems, each with 5 to 10 associated questions.

In Part 2, teams solve more in-depth extensions to some of the problems posed in Part 1. Questions asked in Part 2 are more open-ended and may require students to select one of several possible solutions and justify the selection. Demonstrations, tours, guest speaker presentations, and luncheons are available for participants to attend.

How to Participate: Interested schools should submit the official entry form to JETS-TEAMS. Schools can either have their name forwarded to the TEAMS competition site in their area or take steps to establish their own school as a competition site. The national office has information on how to participate.

Colleges, universities, engineering firms, or large high schools usually host the competitions. JETS urges schools to compete at a site in their own state. One varsity team of four to eight students represents each competing high school. The junior varsity option is an excellent way to build future varsity teams and to allow more students to experience the program.

The team coach should be a high school faculty member in math or science. Coaches assist their teams in preparing for the TEAMS competition and make arrangements to participate. JETS recommends that coaches seek a mentor from a local engineering firm to work with the students and to provide additional insight about how math and science subjects relate to real-world engineering.

Students in Grades 9 to 12 are eligible to compete. Nine divisions are used when scores are reported to JETS national headquarters for ranking, awards, and recognition. Specific information about divisions is provided on the TEAMS high school registration form, which hosts send to schools.

All Part 1 answers are scored on the day of the competition. Test scores for Part 1 equal the total number of correct answers. Competition hosts announce the local winners on competition day. JETS national headquarters announces state results. Based on state rankings and the number of schools competing in each division, certain teams advance for national recognition. Those schools' Part 2 solutions are forwarded by hosts to JETS national headquarters for evaluation and scoring by a panel of engineers. JETS announces national winners in April.

Costs: $35 for a set of former TEAMS exams and answer keys to help prepare for the competition. The registration fee is determined by the competition host.

Categories/ Content Areas: Biology, chemistry, physics/computers, science

Ages/ Grade Levels: Secondary school

Status: National

Time Commitment: TEAMS runs as a 1-day event and is held between February and March. The amount of preparation time varies. Each part of the exam must be completed in 1 ½ hours.

Resources Needed: A set of former TEAMS exams and answer keys to help prepare for the competition

Awards/ Benefits: TEAMS participants compete for local, state, and national awards. JETS national headquarters officially announces all state and national winners. JETS recognizes top-ranking schools at the state and national levels in each of the nine competition divisions. Locally, team awards are determined by the hosts. In the 1994 competition, among other prizes and awards, all team members of national champion varsity teams received a Hewlett-Packard HP32Sii calculator. Other awards are sought by JETS for national varsity and junior varsity participants.

COMPETITION:
Junior Science and Humanities Symposia

Contact:

Doris Ellis Cousens
Director, National JSHS
Academy of Applied Science
98 Washington Street
Concord, NH 03301
(603) 228-4520
(603) 228-4730 (fax)

Description: This program promotes discussion of scientific research and experimentation in science, engineering, and mathematics and their impact on humanity. Forty-seven regional symposia are held annually on university campuses across the nation. Students compete by presenting their original scientific research at the regional symposium. Winners advance to the national competition, which is held annually in May.

How to Participate: The regional symposium director, based in a university, forwards application forms to area schools, requesting nominations for symposium participants and paper presenters. Students who wish to present their original research to the symposium are asked to complete a paper according to the regional guidelines and submit it with the completed nomination form. A symposium review committee selects papers for presentation at the regional symposium and then, during the oral presentations, the finalists are selected for the national symposium. Five delegates from each regional symposium attend the national symposium, and one regional delegate competes with 46 student researchers for international awards and scholarships. One student from each regional delegation is selected to present his or her research paper at the national forum, at the London International Youth Science Forum, and for scholarship awards.

Costs: None

Categories/ Content Areas: Engineering/mathematics, science

Ages/ Grade Levels: Secondary school level, high school

Status: National (48 contiguous states, Puerto Rico, and the Department of Defense Schools of Europe and the Pacific)

Time Commitment: The symposia are scheduled during the academic year, beginning as early as September, but most regionals are held between February and April. The national symposium lasts about 4 days. Preparation time varies by student.

Resources Needed: Application form

Awards/ Benefits: Students presenting original research projects at the symposia are selected for recognition by a panel of experts. Each year, the regional symposia present scholarship awards totaling $90,000, certificates of recognition, and other awards. Scholarships and awards are contributed by the university host, the Academy of Applied Science, and by private contributors.

The U.S. Army awards a $300 faculty award to the teacher and school of the top student researcher at each symposium. This award is in recognition of the teacher's contributions to the encouragement of science research. The U.S. Army supports an expense-paid trip to the National JSHS for five students selected from each of the 47 regional symposia. One student from each regional delegation is selected to present his or her paper at the National JSHS in competition for the London International Youth Science Forum, presented by the U.S. Army, and for scholarship awards contributed by the Academy of Applied Science. The U.S. Army also supports an expense-paid trip to the London International Youth Science Forum for winners of the National JSHS research paper competition.

COMPETITION: MATHCOUNTS

Contact:

Nicole Robinson, Program Assistant
1420 King Street
Alexandria, VA 22314
(703) 684-2828

Description: MATHCOUNTS is a series of regional, state, and national competitions in math. The competition phase of MATHCOUNTS begins with a coaching period and qualifying test that is given in schools. Between Sep-

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tember and the national competition in the spring, students and teachers work together on materials to develop teamwork and skills in basic arithmetic skills, math logic, probability and statistics, linear algebra, and polynomials. Teams advance to regional and state competitions. The national math finals are in Washington D.C. The competition components include the following:

Sprint Round: Focus on individual accuracy

Target Round: Multistep, calculator-active problems requiring mathematical reasoning and problem-solving processes

Team Round: Teams solve the problems together

Countdown Round: Oral competition between top-scoring individuals

Masters Round: Top individual scorers respond orally to written questions on a specific topic presented by a panel of judges

How to Participate: Schools register for the MATHCOUNTS competition by completing the school registration form that is available from the MATHCOUNTS Foundation. The registration deadline is mid-November. Schools receive competition materials in early December. Late registration occurs from mid-November to mid-January. Late-registering schools receive materials in late January. A school is eligible to send one team of four students. Smaller teams cannot compete in any part of the chapter competition. A student may compete as a member of a magnet school's MATHCOUNTS team only if enrolled as a full-time student at the magnet school.

Schools are not permitted to combine students from two or more schools to form a team, unless each school has fewer than six students enrolled in the 7th and/or 8th grade. All home schools may participate in the coaching phase of MATHCOUNTS. Only home schools in compliance with the home school laws of the state in which they are located are eligible to participate in a MATHCOUNTS competition. Contact the national office for details.

Upon receipt of a school registration form, MATHCOUNTS sends an invoice to the registered school, indicating payment received or payment due. A school's invoice serves as confirmation of its registration to compete. The MATHCOUNTS chapter and state coordinator are automatically notified of the school's registration. They are responsible for informing the school of dates and locations of the chapter and state competitions.

To build a MATHCOUNTS program in your school: Recruit "mathletes," start coaching sessions early, solicit outside support, focus community attention on the rewards of MATHCOUNTS, publicize success stories, and call on volunteers.

Costs: Competition registration fee is $30 per school. Additional coaching materials may be purchased. Items such as the following are available:

Item	*Cost*
5-year Competition Set (1989 to 1993)	$59.95
5-year Competition Set (1984 to 1988)	$34.95
5-year Solution Set (1989 to 1993)	$59.95
5-year Solution Set (1984 to 1988)	$34.95
1992 to 1993 Individual Competition Set	$18.95
1991 to 1992 Individual Competition Set	$15.95
1993 to 1994 MATHCOUNTS Warmups and Workouts	$7.10
Problem Index	$15.95
MATHCOUNTS Video	$24.95

Categories/ Content Areas: Mathematics

Ages/ Grade Levels: Grades 7 and 8

Status: There are four competition levels: school, chapter, state, and national.

Time Commitment: The unique coaching component at the school level constitutes the longest period of time and demands the greatest amount of involvement. In January, after several months of coaching, registered schools should administer the school competition to all 7th- and 8th-grade students interested in becoming members of the school's team. The chapter competition is in February, the state competition in March, and the national competition in May.

Students may participate in the coaching phase of the MATHCOUNTS program for an unlimited number of years. However, participation in the competition phase of the program is limited to a maximum of 2 years for each student.

Resources Needed: All registered schools receive a subscription to *MATHCOUNTS News,* which is published three times a year. Each registered school automatically receives one copy of the school competition (including instructions and an answer key); four school team ribbons; four team alternate ribbons; and 15 participation certificates for all students participating in the program.

Coaches may need additional coaching materials. Besides the *MATHCOUNTS School Handbook* (which may be duplicated as necessary), additional coaching materials are available for purchase. Additional materials include a special student edition of the *Warmups and Workouts,* problems and solutions from previous years' competitions, and videotapes. A wide selection of novelty items (clothing, school supplies, etc.) designed with mathletes in mind is also available to coaches, parents, and students.

Awards/ Benefits: At all levels of the competition appropriate recognition and/or awards are given to winning individuals, teams, coaches, and schools. The top four individuals in each state-level competition receive an all-expense-paid trip to Washington, DC, to compete in the national competition.

At the national competition, the first-, second-, and third-place winners receive $8,000, $6,000, and $4,000 college scholarships, respectively. The student scoring the highest in the written portion of the competition wins a $2,000 college scholarship. Each member of the winning team receives a $2,000 college scholarship.

MATHCOUNTS is committed to helping develop a technically literate U.S. population. It encourages interest and proficiency in math among all intermediate school students; develops students' awareness of the relevance of math to everyday life; encourages students to pursue math-related careers; and recognizes student achievement in math.

COMPETITION: Mathematical Olympiad

Contact:

Walter Mientka, Executive Director
American Mathematics Competitions
1740 Vine St.
University of Nebraska
Lincoln, NE 68588-0658
(800) 527-3690 (office)
(402) 472-6087 (fax)
E-mail: walter@amc.unl.edu

Description:

The USA Mathematical Olympiad (USAMO) is a 3 ½ hour, 5-question, essay proof examination. Selection takes into account both the American High School Mathematics Examination and the American Invitational Mathematics Exam, with the goal of obtaining 130 to 140 USAMO participants. There is also an International Mathematical Olympiad sponsored by this same group.

How to Participate:

The method of selection is based on the student's index, which is defined as AHSME score + 10 (AIME) score. A student whose index is within the top 120 is invited to write the USAMO. A lower index cutoff is then determined for "returning" students (nongraduating students who will be attending high school again the following year) to select up to 20 additional returning students for the USAMO.

Costs:

None

Categories/ Content Areas:

Mathematics

Sample questions:

1. Determine all non-negative integral solutions (n_1, n_2,. . . n_{14}) if any, apart from permutations, of the Diophantine equation n^4_1, $n^4_2 + . . . n^4_{14} = 1{,}599$.
2. Given three identical *n*-faced dice whose corresponding faces are identically numbered with ar-

bitrary integers, prove that if they are tossed at random, the probability that the sum of the bottom three face numbers is divisible by three and is greater than or equal to ¼.

3. The inscribed sphere of a given tetrahedron touches each of the four faces of the tetrahedron at their respective centroids. Prove the tetrahedron is regular.

Ages/ Grade Levels: Secondary school students

Status: National and Canada; the United States and Canada are divided into 11 examination regions. The regions are listed in the teacher's manual, which is included with the exams.

Time Commitment: The exam takes 3 ½ hours. Preparation time varies. The exam is offered in late April.

Resources Needed: An invitation to participate

Awards/ Benefits: The eight top scorers on the USAMO and their parents are honored at elaborate ceremonies in Washington, DC All expenses for these winners are paid. These ceremonies are made possible by generous grants from IBM and the Matilda R. Wilson Foundation and support from the Mathematical Association of America. The students receive recognition and many awards.

COMPETITION: Mathematical Olympiads for Elementary Schools

Contact:

Dr. George Lenchner
Executive Director
125 Merle Avenue
Oceanside, NY 11572
(516) 536-7846

Description: Mathematical Olympiads for Elementary Schools (MOES) is a foundation that provides contests focusing on mathematical concepts, strategies for problem solving, creativity, resourcefulness, and ingenuity. The Olympiad program consists of five contests during the school year. The program helps maintain student interest, enthusiasm, and desire to learn mathematics throughout the school year.

In 1993-1994, approximately 80,000 children representing about 3,000 teams participated in the Olympiads. About 50% of the participants are girls. The mathematics concepts introduced in the Olympiad problems serve as an extension and enrichment of the mathematics curriculum for elementary and middle schools. Some of the concepts involve sequences, series, variation, divisibility properties for special numbers, magic squares, combinations, permutations, and cryptarithms. The goals of the Math Olympiads for children are to develop their enthusiasm for problem solving; to contribute to their cognitive development, and to provide the initial foundation for an intellectually stimulating and pleasurable mental activity.

How to Participate: Only individual schools, not districts, are eligible for Olympiad membership. Interested schools should complete the registration form and send it to MOES, along with the stated registration fee. The registration form may be photocopied as needed. Students in Grade 6 and below are eligible to participate. A team is composed of up to 35 students. Schools can enter more than one team. All participants must take the Olympiad simultaneously.

An Olympiad package is mailed to each team so that it is received 7 to 10 days prior to the scheduled date of the Olympiad. The package, which is to be opened on the scheduled date, contains 36 copies of the Olympiad problems, a set of directions for administering the Olympiad and completing the scoresheet, a set of answers and solutions, and an envelope for returning the scoresheet. Schools can administer the Olympiad at any convenient time of the scheduled day, before, during, or after school. Each school is permitted to decide whether to give the problems individually or as a complete set.

The contest must be continuously proctored by a teacher. Neither the proctor nor others may interpret an Olympiad problem for a student at any time during the Olympiad. Only plain paper supplied by the school and pen or pencil may be used by the participant during the Olympiad. No other materials may be used.

At the end of the Olympiad, the solutions sheet should be used to score the student answers. The completed scoresheet should be returned no later than the end of the week in which the Olympiad was administered. All scores are confidential. Eight newsletters are sent to participating schools to provide statistics after each contest, articles of general interest, and information related to the Olympiads. A complete printout for each team, which lists the names of students, their grade, gender, and score, is sent to each school twice a year: once about midway in the Olympiad contests and again after their conclusion.

Costs: The membership fee for each team with a U.S. zip code is $65. The membership fee for all other teams, except those from Canada and Mexico, is $90, to cover additional costs of mailing. The fee covers all costs, including the mailing of contest packets, newsletters, and awards. The book, *Mathematical Olympiad Contest Problems for Children (Also for Teachers, Parents, and Other Adults)* provides sample Olympiad probems, answers, hints, and solutions. It is available for $18.95 + shipping and handling ($2 for first book and $.75 for each additional book, or $3.50 for airmail). Foreign charges are $3 shipping for the first book and $1 for each additional book.

Categories/ Content Areas: Mathematics

Ages/ Grade Levels: Elementary (Grades 1 to 6)

Status: National; teams representing the United States, including Hawaii, Alaska, Guam, Puerto Rico, and the Marianas have participated. Teams from over 20 foreign countries with international schools for children of diplomatic and business personnel, department of Defense dependent schools, and English-speaking schools have also participated.

Time Commitment: Five Olympiads are held at monthly intervals during the school year, commencing in November. Each Olympiad contains five problems, each with a time limit of 2 to 5 minutes.

Resources Needed: Official registration form, contest materials/packet. Also available for purchase is the book *Mathematical Olympiad Contest Problems for Children (Also for Teachers, Parents, and Other Adults).*

Awards/ Benefits: After the fifth Olympiad has been given, each participating team receives the following:

A certificate for all participating students

An embroidered Olympiad patch for each student whose cumulative score exceeds a designated minimum

A trophy for the highest individual scorer of each team

A silver or gold pin for each student in the top 10% of the individual scoring

A medallion for each student with a perfect score

A plaque for each school whose team score is outstanding (top 10%)

Certificates for schools in recognition of high achievement; meritorious achievement, fifth grade; and meritorious achievement, fourth grade.

COMPETITION: *Merlyn's Pen* Literary Magazine Contest and Critique

Contact:

Merlyn's Pen Contest and Critique
P.O. Box 910
East Greenwich, RI 02818
(401) 885-5175

Description: *Merlyn's Pen: The National Magazine of Student Writing* is dedicated to recognizing and publishing the best in student writing and artwork. In its contest and critique, it seeks to recognize the efforts of intermediate and high school literary magazine staffs around the country. Entering your magazine in the contest brings you a personalized critique of your publication in which an experienced reviewer evaluates strengths and weaknesses. The judges use the information that you provide on the entry form as they evaluate your magazine, using a comprehensive checklist and a 500-point rating scale. Narrative comments are provided in your magazine and in your critique booklet. In addition to overall awards, magazines may also be considered for Best Design, Best Writing, or Best Art and Photography awards. School magazines that emphasize creative writing are eligible. Judging includes a detailed critique of art and photography because they are so often a part of literary magazines. But the contest and critique is not appropriate for magazines whose main focus is the visual arts.

How to Participate: School magazines must submit the following:

Two copies of the entry form, available from the above address

Two copies of the same issue of the magazine

A self-addressed, stamped envelope for returning the magazine and critique booklet

A check or money order for the appropriate critique fee

Costs: Standard critique, $60; Optional Critiques: Best Design, $10; Best Art and Photography, $10; Best Writing, $15.

Categories/ Content Areas: Language arts

Ages/ Grade Levels: Senior high or secondary school (Grades 9 to 12, 10 to 12, or 7 to 12); middle school or intermediate school (Grades 5 to 8, 6 to 8, 7 to 8, or 7 to 9)

Status: National

Time Commitment: Minimal, if the school has already produced a literary magazine

Resources Needed: Official entry form

Awards/ Benefits: The best overall entry in each division, high school and middle school, receives the Golden Pen Award, as well as recognition in *Merlyn's Pen*—with pictures of the magazine's staff, adviser, and selected pages from the magazine. Each of these schools also earns the Golden Pen Trophy. Merlyn's Silver Award (450-500 points) and Merlyn's Bronze Award (400-450 points) are also awarded to each magazine scoring within these ranges. These schools receive certificates of award. The winning schools in each of the special categories, Best Design, Best Art and Photography, and Best Writing, receive a plaque. All participating magazines receive a detailed critique. Through this critique, the staff receives a professional, objective, and personal response that can serve as a valuable tool for strengthening the magazine.

COMPETITION: National Academic Team Challenge

Contact:

National Academic Team Challenge
P.O. Box 3340
Iowa City, IA 52244-3340
(312) 464-4812
(319)354-8264 (fax)

Description: The National Academic Team Challenge is a team competition for students in public and private high schools. There are six separate exams in several contest areas. All competitions involve a three-person format. Each team works together in competition with students in their school, and the scores of top-level finishers are entered on the national level. The competitions follow no specific outline, but efforts are made to include material found in the Advanced Placement outline for various subjects. The contest focuses on material in each subject area that requires thought and understanding of concepts, rather than simple memorization.

How to Participate: A school may register for the challenge by submitting an official registration form (available from the above address), together with the entry fee for each contest it wishes to enter. This fee allows participation by an unlimited number of students. Prior exams are also available for students to review problems and prepare for the unusual format.

Costs: $30 per school for each subject

Categories/ Content Areas: Language arts, mathematics, social studies, science

Ages/ Grade Levels: Secondary school

Status: National

Time Commitment: One to two class periods for each contest

Resources Needed: Registration form; past exams may also be ordered for $5 each, or $12 for a book of all exams from 1988 to 1996 in either science or mathematics.

Awards/ Benefits: Winners at the school level receive certificates, and national winners are awarded plaques and special recognition. All participants are eligible to apply for academic scholarships, no matter what they score, provided they have a minimum 3.5 GPA (on the 4.00 scale) or are in the top 10% of their graduating class. Applicants are judged on their academic performance, communication ability as demonstrated on three essays, and letters of reference. Several $500 awards sponsored by the Foundation for Scholastic Advancement are presented each year.

COMPETITION: National Current Events League

Contact:

National Current Events League
P.O. Box 5477
Hauppauge, NY 11788-0121
(516) 265-4792

Description: The National Current Events League (NCEL) is sponsored by the National Social Studies Olympiad. The National Social Studies Olympiad is organized and operated under the auspices of the highly successful Continental Mathematics League, which also sponsors the National Science Olympiad and the National Language Arts Olympiad. The NCEL is designed and constructed by social studies teachers with teaching experience ranging from elementary school through college. The Continental Mathematics League and its subsidiaries have been providing Leagues and Olympiads to the nation's schools since 1980.

The National Current Events League consists of four meets (contests) held in schools during the school year. Each meet consists of 30 multiple-choice questions and may be administered comfortably within one class period.

The National Current Events League offers meets appropriate for the 4th grade through the 12th grade. Students participate with other students on the same grade level from schools all over the United States. The same contest questions are used for Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12.

The NCEL is a valuable supplement to a school's social studies program. Through the meets, NCEL enhances students' curiosity about what major events are currently taking place. Questions for all meets may be selected from major national and international events in the following areas: general news, arts and entertainment, science and health, business and finance, and sports.

How to Participate: Schools enter teams of students grouped according to grade level. The school receives one copy of the questions for each team entered and may duplicate as many copies as it requires. Answer keys are provided. There is no limit to the number of students who may participate. Students work independently on the questions. Each meet is proctored and graded by the school but is held on the date scheduled by NCEL. The top 10 individuals' names and their scores are to be listed on scoresheets provided. The sum of these 10 scores is the school's team score for the meet. Results for each meet are tabulated by NCEL and sent to member schools. To participate, a school must complete an official application form (available from the above address) and return it to NCEL by the deadline.

Costs: A fee of $45 entitles a school to register one team. The fee for each additional team, regardless of grade level, is $25.

Categories/ Content Areas: Social studies

Ages/ Grade Levels: Teams register by grade from Grades 4 through 9 inclusive; teams may be assembled across grades to enter in the Grades 10-12 category.

Status: National

Time Commitment: One class period, four times a year

Resources Needed: Registration form

Awards/ Benefits: Upon registration the school receives 11 awards: 1 medal and 10 certificates for each team entered. There are also individual and team awards on the national level.

COMPETITION: National Forensic League, National Tournament

Contact:

James M. Copeland
National Forensic League
National Secretary
P.O. Box 38
Ripon, WI 54971
(414) 748-6206

Description: The purpose of this contest is to encourage proficiency in the forensic arts: debate, public speaking, and interpretation. The tournament consists of main event contests in debate, Lincoln-Douglas debate, foreign extemp, United States extemp, original oratory, dramatic interpretation, and humorous interpretation.

How to Participate: Registration must be on the official form signed by the principal, speech instructor, and student. No entry is accepted if postmarked later than the date selected by the executive council. Qualification for the national tournament is determined by the number of contestants or teams actually participating in each event at the NFL District Tournament. Four to eleven entries in an event qualifies one; 12 to 37 in an event qualifies two; 38 or more in an event qualifies three. In team debate, four to nine teams qualifies one; 10 to 29 qualifies two, and 30 or more qualifies three. In the event qualifier(s) do not register for the National Tournament, alternate(s) may register and attend. If a double-qualified student drops one tournament event and attends in another tournament, no alternate qualifies in the dropped event. (This rule does not apply to the National Student Congress).

Students must have attended a secondary school less than nine semesters; they must be members of the National Forensic League to enter the national tournament. A student may qualify in a maximum of two events. Students may qualify in both categories of debate: interpretation or extemporaneous.

Each student at the national tournament must be supervised by an adult who is his or her speech coach, parent, or other adult approved by the high school principal. Each coach is required to judge on Monday through Wednesday. College-age judges must have completed their sophomore year. Each entry must conform to the sanction given the tournament by the Contest and Activities Committee of the National Association of Secondary School Principals or to special rules enacted by the executive council.

Preliminary debates and contests are judged by three judges; semifinals by seven, and finals by nine judges. The high and low judges' scores for each contestant in the semifinal and final rounds are eliminated in tabulating the final results.

A contestant who does not appear at the scheduled time to speak in a contest is marked last. A debate team more than 15 minutes late forfeits the decision. The tournament management may suspend the penalty for valid reason. The members of the executive council present at the meet have full power to adjudicate any protest, dispute, or interpretation of the rules.

Costs:	The entry fee and judging requirements are established each year by the executive council.
Categories/ Content Areas:	Policy debate, values debate, legislative debate, United States extemporaneous speaking, foreign extemporaneous speaking, original oratory, dramatic interpretation, humorous interpretation, commentary, impromptu speaking, prose reading, poetry reading, and expository speaking/social studies, speech
Ages/ Grade Levels:	Secondary school
Status:	National
Time Commitment:	Applications terminate each June 30 but may be renewed annually.
Resources Needed:	Official entry form from the National Forensic League

Awards/ Benefits: Each time a student appears in a debate or main event contest, his or her school shall receive 1 trophy point. Trophy points accumulate from year to year, and the participating school with the largest total at the conclusion of each tournament receives the Bruno E. Jacob award.

Each time a student appears in a debate or main event contest, he or she receives 1 trophy point. Each legislative day of Congress shall count 2 points, the Super Congress shall count 4 points, and winning one of the top six awards, 3 points. The school with the largest total is awarded the Sweepstakes Trophy, and its coach is designated Coach of the Year.

COMPETITION: National French Contest, *Le Grand Concours*

Contact:

Sidney L. Teitelbaum
National Director
Box 1178
Long Beach,
NY 11561
(516) 938-4806 (fax)

Marie-Rose Gerdisch
Test Development
16 Lexington Road
South Barrington,
IL 60010
(708) 259-0046 (fax)

National Chairs:

George Diller
Eligibility
Room 170, Dauer Hall
University of Florida
Gainesville, FL 32611
(904) 332-9780 (fax)

Elizabeth Miller
FLES
74 Tuscaloosa Avenue
Atherton, CA 94025
(415) 854-6532 (fax)

Thomas Welch
Computer Operations
411 N. Lexington
Wilmore, KY 40390
(606) 858-3064 (fax)

Lisa Narug
Awards
AATF
57 East Armory Avenue
Champaign, IL 61820
(217) 333-2842
(fax, voice)

Description: *Le Grand Concours* is a French language event in the form of a 60-minute national examination designed, written, supported, and disseminated by the members of the American Association of Teachers of French (AATF). Its purpose is to help stimulate further interest in the teaching and learning of French and to help identify and reward achievement on the part of both students and teachers.

The basic Level 01 covers vocabulary, verbs, culture and civilization, and sound. Levels 1 through 5 offer increasingly challenging and unusual issues of vocabulary, grammar, and culture with each increment. Level 2 students are expected to know the material in Levels 01 and 1 and more; Level 4 students should know the material in Levels 01 through 3 and more.

Students entering the secondary school category (Levels 01 to 5) present varying backgrounds: some come from homes where French is spoken; some have taken French in elementary school; others have not heard a word of correct French until they cross the threshold of their high school classroom. To compensate for these differences, examinations at Levels 01, 1, and 2 are graded in two categories: Division A is designed, *en principe*, for students who begin their study of French in American secondary schools without any significant prior French experience; Division B is for more experienced students. The examination is the same, but scoring is separated by division.

How to Participate: All students of French, from FLES (foreign language in the elementary school) through senior high school, are eligible. In addition, students studying French on overseas campuses are eligible for local awards. Teachers can enter students in the contest by contacting the appropriate contest administrator. Students are assigned to a level of the examination according to the level of the course they are taking in school. Exceptions are the following:

FLES	*Students in Grades 1 to 6*
Level 01	Students in Grade 7 or 8 who began their study of French in the fall of the contest year
Level 1	Students in Grades 9 to 12 who began their study of French in the fall of the current year.

Costs: The following fees represent the national expenses only, covering basic test and tape development, duplication, and distribution; administrative costs; mailing fees; stationery; publicity; and prizes. Chapters normally add a charge to these fees to support local contest expenses.

FLES exams are sold in kit form only, with printed and taped material in sufficient quantity to test 20 students. Kit, Form A, which includes speaking and listening comprehension is $22.50, and Kit, Form B, which adds reading comprehension is $23.50. Additional listening comprehension cassettes are $4.50 each. For secondary schools (Levels 01 to 5), individual exams are 95 cents each for AATF members and $1.95 each for nonmembers. These fees also include *Certificats de Mérite* for each entrant; *Certificats d'Honneur* for the top 10% in each chapter; *Certificats Laurét Regional; Certificats Laurét National;* and answer sheets and scoring grids.

Categories/ Content Areas: French/foreign language

Ages/ Grade Levels: Elementary, secondary

Status: Local, regional (nine regions), and national

Time Commitment: The exam is 60 minutes long. Preparation time may vary.

Resources Needed: Review materials are available from the AATF director.

Awards/ Benefits: There are three categories of awards: Chapter, Regional, and National. Chapter contests offer prizes to those students who are among the top scorers for each level and division. Regional prizes are subsidized by AATF and are awarded to the top scorers for each level and division (chapters fall into one of nine regions, organized geographically for administrative purposes). National prizes are subsidized out of the fees paid by each entrant. National first-place winners receive national awards and a study trip to a French-language total immersion village. Other prizes, to be awarded by *Le Grand Concours*, include national plaques, medals, and books. In addition, various French firms donate prizes distributed to national winners.

COMPETITION: National Geography Bee

Contact:

National Geographic Society
1145 17th Street, N.W.
Washington, DC 20036-4688

Description: The National Geography Bee, a program of the National Geographic Society, is a nationwide contest for schools with any of Grades 4 through 8. The bee is designed to encourage the teaching and study of geography. There are four levels of competition: school level, qualifying test, state level, and national level. The qualifying level has only a written test. All other levels have both oral and written tests.

How to Participate: Principals of schools must register their schools to participate. Principals of schools not previously registered may request registration by writing to the National Geographic Society. Eligibility rules are as follows:

School level	Open to all registered schools; registration ends October 15
Qualifying level	Students must win school competition
State Level	Students must place in top 100 scores on qualifying test
National level	Students must win state competition

Students who are prior winners of first-place college scholarships in the National Geography Bee are ineligible, as are members of the immediate families of National Geographic Society employees.

Costs: None

Categories/ Content Areas: Geography/social studies

Ages/ Grade Levels: Grades 4 to 8

Status: Students in schools from all 50 states, the District of Columbia, Guam, Puerto Rico, American Samoa, the Northern Mariana Islands, the U.S. Virgin Islands, and Department of Defense Schools are eligible to participate.

Time Commitment:	***Dates of Competition:***
School level	Mid-December to mid-January
Qualifying test	Test must be mailed to National Geographic Society and postmarked by specified dates. No faxes.
State level	Late March or early April
National level	Late May

Resources Needed: Official school registration form

Awards/Benefits:

School level	Prize and certificate to school winner; prize and certificate to school.
Qualifying level	Invitation to participate in state competition.
State level	First place, $100, a prize, and a trip to Washington, DC; second place, $75 and a prize; third place, $50 and a prize. All students get T-shirts and certificates; schools of the top three winners also get prizes.
National level	First place, $25,000 college scholarship; second place, $15,000 scholarship; third place, $10,000 college scholarship; top 10 finalists, $500 each. Schools of top 10 winners also get prizes.

COMPETITION: National Geography Olympiad

Contact:

Joseph Quartararo, President
Continental Mathematics League, Inc.
P.O. Box 5477
Hauppauge, NY 11788-0121
(516) 265-4792

Description: The National Geography Olympiad (NGO) is a national event that creates an enthusiasm for learning. It uses the world in which we live "as a vehicle to satisfy the thirst for knowledge." The Olympiad which is organized and operated under the auspices of the Continental Mathematics League, actually consists of five contests: for Grades 2, 3 to 4, 5 to 6, 7 to 9, and 10 to 12. Students participate with other students at the same grade level from schools all over the country. The contest is held at the participating students' schools. The NGO is sponsored by the National Council for Geographic Education, a national nonprofit educational organization. The tests in the NGO were developed by the National Council for Geographic Education.

How to Participate: Schools should register teams using the application form provided by the National Social Studies Olympiad. It must be returned with a check or money order by the specified deadline, which is usually early in February. The application form provides space to specify how many teams and what grade levels are participating.

Costs: $45 for one team; $25 for each additional team

Categories/ Content Areas: Geography/social studies

Ages/ Grade Levels: Grades 2 to 12

Status: Recognition at both local and national level

Time Commitment: Application due by early February; receipt of Olympiad Questions by mid-March; Olympiad is typically held from the last week in April through the first week of May. The following table summarizes information on the contests:

Level	*Length*	*Content*
Grade 2	35 minutes	25 questions
Grades 3 to 4	35 minutes	35 questions
Grades 5 to 6	35 minutes	40 questions
Grades 7 to 9	35 minutes	50 questions
Grades 10-12	35 minutes	50 questions

Resources Needed: Contests and answer keys are provided by NGO.

Awards/ Benefits: The National Council for Geographic Education provides recognition and awards at both the local and national levels. Each team receives 11 awards: 1 medal and 10 certificates. Each additional team that a school registers is entitled to receive an additional set of awards. There are also individual and team awards on the national levels.

COMPETITION: National German Test

Contact:

Eckhard Kuhn-Osius
Testing Commission Chair
112 Haddontowne Court No. 104
Cherry Hill, NJ 08034-3662
(609) 795-5553
(609) 795-9398 (fax)

Description: This competition is a multilevel program designed to measure achievement in the acquisition of the German language. This first level is a series of tests that are administered at Levels II, III, and IV. The second level of competition is restricted to students scoring above the 90th percentile on the tests. Those students are eligible to apply for a study trip to Germany. The tests are divided into several sections:

Listening comprehension of brief interchanges and longer dialogues

Reading and conversational skills, tested in situational questions

Applied structure or grammar and idioms in context; no conscious grammatical knowledge is expected

Comprehension of connected passages of approximately 200 words each

Comprehension of some authentic materials (e.g. advertisements)

The latter plays a role in the selection of the students who win the annual study awards to Germany and can be helpful to schools and colleges for placing students in the proper courses. The tests are suitable for students in the middle of their second, third, and fourth year of high school German instruction.

Each test includes 100 items, with easier and harder items arranged in a "wave pattern" to encourage students to go through the entire test rather than abandoning it at a given point because it has become too hard. The tests are designed so that the average score of all non-native students taking the tests is close to 60.

How to Participate: The American Association of Teachers of German (AATG) sends information and order forms to all secondary school German teachers in October. Teachers should respond by the specified deadlines (mid-November to the first of December). The registration process begins in October. By the end of November, regional chairpersons establish chapter test centers and notify German teachers who have requested this service of the time and place for testing. Starting in November, tests are shipped to the test administrator about 3 weeks after receipt of order. Tests are then administered during the specified testing period, and answer sheets are returned to Software Design by the specified deadline. At the beginning of February, Software Design mails scores to German teachers and testing chairpersons, along with application forms for students scoring above the 90th percentile who are thus eligible to apply for the study trip award to Germany. Students return applications for the study trip award to regional testing chairs with a copy to AATG by the end of February. Toward the end of March, students return *Personalbogen* to AATG. The study trip award usually takes place from the end of June to the end of July each year.

Students who are eligible to apply for the travel-study program are usually interviewed by the Chapter Testing Committee after completing the application form. In chapters with large numbers of candidates, there is also an essay competition to preselect the finalists. Students are also asked for letters of recommendation from their teachers, guidance counselors, and/or administrators.

Each chapter is asked to nominate one candidate for the senior program from those seniors who place at or above the 90th percentile. In addition to local interviews and the usual application forms, seniors submit an essay in German on what they expect to gain from the travel-study program. Seniors also submit recommendations from teachers, guidance counselors, and/or principals, stating their outstanding qualifications for this program. A selection committee composed of German teachers as well as AATG staff members selects the nine finalists.

Costs:	$4 per test/per student. Other materials (books, tapes, and software) are available for purchase, to help students prepare for the exams.
Categories/ Content Areas:	German/foreign language
Ages/ Grade Levels:	Tests are suitable for students in the middle of their second, third, and fourth year of high school German.
Status:	National
Time Commitment:	Each test takes approximately an hour and 5 minutes. Preparation time is up to the individual teacher and student. The test administration period lasts from mid-

December to the end of January. The deadline to return answer sheets to Software Design is the last day of the testing period.

Resources Needed: Although teachers may keep the tests they order for their students each year, sample copies of the tests from the previous 2 years and cassettes for Level II, III, and IV, are available for purchase. Other resources are for optional purchase.

Awards/ Benefits: Students who score at or above the 90th percentile can apply for the month-long travel-study program, all expenses paid, to Germany. The winner lives with a German family for 4 weeks, takes classes in a Nurnberger Gymnasium, and takes trips to Munich, Wurzburg, and Berlin. Most chapters also hold award ceremonies to honor the students who score at or above the 90th percentile. Often book and cash prizes are donated by local German-American groups; the embassies and consulates of Austria, Germany, and Switzerland; and the Goethe Institutes, among others. The AATG supports providing students with a solid background in the German language. Without this background the students will not be able to communicate with Germans on a meaningful and personally enriching level, nor can they get firsthand, authentic knowledge of German literature or culture.

COMPETITION: National Greek Exam

Contact:

Professor Ed Phinney or
Mary Catherine Phinney
Department of Classical Studies, Box 33905
University of Massachusetts
Amherst, MA 01003-3905
(413) 549-1230

Description: Students of first, second, and third-year high school Greek, or the college equivalent courses, in the United States, Canada, or abroad are invited to enter the National Greek Examination (NGE). The battery of seven examinations comprises three levels and includes the following:

Homeric Greek: Two examinations. *Iliad* comprises elementary questions about passages from the *Iliad; Odyssey*, elementary questions about passages from the *Odyssey*.

Attic Greek: Three levels. Level 1 comprises questions about all cases of the three noun and adjective declensions, all indicative verb forms in all three voices, and all forms of the participle (with emphasis, in all these, on the most common). Levels 2 and 3 comprise questions covering the same grammatical materials as Level 1, with the addition of subjunctive and optative forms of the verbs. Level 3 includes all forms, as well as metrical analysis of iambic trimeter. All questions are based on passages printed at the back of the examination: Level 1, from Xenophon, Lysias, or Plutarch; Level 2, from Plato, Demosthenes, or Plutarch; Level 3, from Sophocles or Euripides.

Modern Greek: Questions about a single printed passage. Level 1, a passage from an easy reader; Level 2, a passage from a 20th-century prose work.

All passages printed in the Homeric, Attic Greek, and modern Greek examinations are treated as sight passages. Students entering the NGE can best prepare themselves by reading sight passages from Xenophon, Lysias, Plutarch, Plato, Demosthenes, Sophocles, and Euripides. Students should read for comprehension, translation, and grammatical analysis.

Entrants may not cross levels in Attic or modern Greek (i.e., take both first-year and a second-year Attic examinations or a first-year and second-year modern Greek examination), but they may take an Attic and a non-Attic examination (e.g., an Attic at Level I and an *Iliad* examination, or a modern Greek and an ancient Greek examination).

How to Participate: Applications are treated as requests for the tests. Therefore, all applications must be submitted by a teacher. If the foreign language program in your area is unable to assist you, write or call Professor Ed Phinney or Mary Catherine Phinney to get information. Applications must be postmarked by the specified deadline, which is usually during the first 2 weeks of January, and they should include total payment. Copies of the National Greek Examination are mailed by the fourth week of February to the school principal/head or college department chair, but not to the teacher who mailed the application. Simultaneously, a postcard is mailed to the teacher in order to inform him or her that the examinations have been mailed and to whom.

Schools follow the directions established by the American Classical League. Applications and payment must be received by the specified deadline. The NGE should be administered during the designated week. Schools that want to administer the examinations earlier or later because of vacations or other good cause should notify the contact person so the NGE office will know when to expect the answer sheets back. Otherwise, answer sheets must be mailed back no later than the specified deadline (a week after the first date of administration).

Costs: Entrants pay $3 for each examination chosen from the battery. A packet of seven different current examinations, with the answers, costs $7 (postage included). Individual examinations from previous years are available for $1 each. Entry applications from the teacher should include total payment. If the NGE office must bill a school system, a handling fee of $6 is added to the bill.

Categories/ Content Areas: Greek/foreign language

Ages/ Grade Levels: High school (Grades 7 to 12) or college/university students of first-year and elementary (Level 1), or second-year and intermediate Greek (Level 2), or third-year and advanced Greek (Level 3)

Status: National

Time Commitment: Each examination takes 60 minutes. Preparation time is at the discretion of the participant. The examination is usually administered during the second full week in March.

Resources Needed: Copies of past exams are available and may be helpful as study guides or aids.

Awards/ Benefits: High school seniors who earn purple or blue ribbons for their performance on the exams are eligible to apply for one of two $1,000 scholarships. Each scholarship is paid to the winner's college or university on condition that the winner earn six credits of Greek or Latin during the school year. Winners are selected by the NLE/NGE Scholarship Committee. Teachers of eligible students receive application forms in the mail by early April. Winners are announced at the ACL Institute and notified directly by mail.

COMPETITION: National History Day

Contact:

Tim Hooglan
Minnesota Historical Society
345 W. Kellogg Boulevard
St. Paul, MN 55102
(301) 314-9739

National History Day
University of Maryland
College Park, MD 20742

Description: National History Day encourages the study of historical subjects related to an annual theme. Participants develop a media presentation, paper, performance, or tabletop project to present their findings. Based on success in local, district, and state competitions, participants may advance to the national contest held at the University of Maryland at College Park. This program integrates arts, economics, sciences, and other disciplines and involves research, library skills, writing, and planning and organizational skills.

How to Participate:	Projects are entered in one of seven categories: paper (individual only), individual project, group project, individual performance, or group performance, individual media presentation, or group media presentation. Groups may include up to five students. Individual schools determine the size and scope of the local History Day competition. All National History Day program coordinators are history professionals: social studies teachers, college and university professors, and historical society officials. Professionals such as educators and historians serve as judges at each level of the History Day competition.
Costs:	None
Categories/ Content Areas:	History/social studies
Ages/ Grade Levels:	Junior division (Grades 6 to 8) and senior division (Grades 9-12)
Status:	National
Time Commitment:	June (4 days)
Resources Needed:	Supplemental materials such as the *National History Day Student Contest Guide* and *Judges' Handbook* are available upon request from National History Day to help teachers and students prepare for the contest. The material may be duplicated for classroom use.
Awards/ Benefits:	National History Day's contest fosters research, writing, and communication skills and new knowledge. Certificates, medals, trophies, monetary awards, and special prizes are used to recognize winners.

National History Day sponsors workshops for teachers where learning and teaching are exchanged and bridges are built between high school teachers and college professors. Teachers are provided with curricular aids such as lesson plans and bibliographic guides.

Varied presentation formats foster creativity and imagination. Researching for an entry encourages reading and comprehension skills while fostering pride in each student's heritage and in our nation's history. National History Day helps students understand history as process and change, cause and effect, creating educated, motivated citizens. The program is designed to be integrated into already existing curricula or as an extracurricular activity for all students who want to participate.

COMPETITION: National Language Arts Olympiad

Contact:

Joseph Quartararo
P.O. Box 5477
Hauppauge, NY 11788-0121
(516) 265-4792

Description: The National Language Arts Olympiad is organized and operated under the auspices of the Continental Mathematics League, which also sponsors the National Science Olympiad and the National Social Studies Olympiad. It is designed and constructed by language arts teachers with teaching experience ranging from elementary school through college. The contest is held at the participants' school on any day during a 2-week period in late April and early May.

The Olympiad consists of six contests: Grades 2, 3 to 4, 5 to 6, 7 to 8, 9, and 10 to 12. The high school contest may serve as an aid to students in their preparation for SAT, ACT, or achievement tests. Participants compete with other students on the same grade level from schools all over the United States.

Each contest consists of multiple-choice questions on the following topics: spelling, vocabulary, reading comprehension, analogies, and grammar. Each contest has a 35-minute time limit and may be administered comfortably in one class period.

How to Participate: A school registers teams for the National Language Arts Olympiad (NLAO) by the entry deadline. Each school has complete flexibility in the choice of its teams. NLAO sends two copies of the questions for each contest entered. The school may make as many copies as it requires. There is no limit to the number of students who may participate. Although the contest contains a few difficult questions requiring creative thought, most of the questions are suitable for the majority of students.

Students work independently on the questions. The contest is proctored and graded by the school, with answer keys provided by NLAO. The top 10 names and scores are listed on a scoresheet. The sum of these 10 scores is the school's team score. The scoresheet is sent to NLAO where the results are collated. All schools receive a report of the results of the contests they enter.

Costs: A fee of $55 allows a school to register two teams. The fee for each additional team is $25.

Categories/ Content Areas: Language arts

Ages/ Grade Levels: Grades 2 to 12

Status: National

Time Commitment: One class period

Resources Needed: Registration form available from the above address

Awards/ Benefits: Each team a school registers receives 11 awards—one medal and 10 certificates. There are also individual and team awards on the national level.

COMPETITION: National Latin Exam

Contact:
Jane H. Hall, Chairman, NLE Committee
3311 Wessynton Way
Alexandria, VA 22309

ACL/NJCL
P.O. Box 95
Mount Vernon,
VA 22121

The American
Classical League
Miami University
Oxford, OH 45056

Description: During the second full week of March each year, more than 84,000 Latin students, nationally and internationally, take the ACL/NJCL National Latin Exam. Students may enter only at the level in which they are currently enrolled and may take only one exam. There is no provision for individual students to take the exam at another time. A packet including awards, printout of student scores, national norms, and answer key for all exams is mailed to the Latin teacher involved about five weeks later. Categories include grammar, mythology, life, history, derivatives, and questions based on a short passage in Latin.

Latin V: Latin passages with 40 multiple-choice questions on comprehension, grammar, historical background, classical literature, and literary devices.

Introduction to Latin Exam: Designed for Latin I students who cover approximately one-half of the Latin I syllabus. Questions deal with grammar, Roman life, history, mythology, and derivatives; there are also questions based on a short passage in Latin.

How to Participate: To enter, schools should submit an entry form provided by ACL/NJCL. A check or money order payable to National Latin Exam must be enclosed and mailed to P.O. Box 95, Mount Vernon, VA 22121. Purchase orders are not accepted in lieu of check or money order. The entry form provides a space for the school to indicate the number of exams needed for each type and level. The deadline to register is approximately 9 weeks prior to the administration period for the exam. A postcard acknowledgment is sent to the school upon receipt of application and payment. Any student enrolled in Latin I, II, III, IV, or V is eligible to take the National Latin Exam.

Exams are available for Introduction to Latin, Latin I, Latin II, Latin III-IV Prose, Latin III-IV Poetry, and Latin V. These exams are not based on any specific textbook series. They are sent to the school principal in February and can be administered only by the principal, guidance director, or the principal's designee. The Latin teacher is not permitted to see the exam before it is administered.

The exam must be given to all students in the same class period during the second full week in March. Answer sheets must be returned with a postmark the same day the exam is given. The last day the exam may be taken and answer sheets mailed is the Friday of the testing period (or the Friday of the second full week in March). Application deadline is approximately 9 weeks prior to the examination period. Results are mailed to the Latin teacher in April, about 5 weeks after the exam.

Early administration can take place the last weekdays of February/ first weekdays in March or the first full week in March. Schools that need to administer the exams earlier than the second full week in March should indicate that on the entry form.

Costs: $3 per student. To order previous exams (1991 to 1994, all levels included) and syllabus, send a $6 check or money order payable to The American Classical League, to:

American Classical League
Miami University
Oxford, OH 45056

Categories/ Content Areas: Latin/foreign language

Ages/ Grade Levels: Secondary school

Status: International. For example, more than 84,000 Latin students from the United States, Canada, Japan, Australia, Italy, England, Netherlands, Namibia, Zimbabwe, and Germany took the 1994 National Latin Exam.

Time Commitment: Time limit for the exam is 40 minutes. Preparation time for the exam is up to the individual and the schools participating.

Resources Needed: Schools may want to order the previous exams (1991 to 1994, all levels included) and a syllabus. Each student must send in the required entry form and fee.

Awards/ Benefits: Applications for the $1,000 scholarships are mailed to gold medal winners in Latin III-IV Prose, III-IV Poetry, or Latin V who are high school seniors. Those who apply must agree to take at least 1 year of Latin or classical Greek in college. A classics-in-translation course does not fill this requirement. In 1994, fifteen $1,000 scholarships were awarded. Other awards include:

Special hand-lettered certificate, for perfect paper
Gold medal and summa cum laude certificate, for top scorers
Silver medal and maxima cum laude certificate, for second-place winners
Magna cum laude certificate, third-place winners
Cum laude certificate, fourth-place winners
Introduction to Latin Ribbons and Special Certificates of Achievement

COMPETITION: National Peace Essay Contest

Contact:
Heidi E. Schaeffer
National Peace Essay Contest Coordinator
1550 M Street, N.W., Suite 700
Washington, DC 20005-1708
(202) 429-3846
(202) 429-6063 (fax)

Description: An annual competition for high school students, the National Peace Essay Contest is intended to promote serious discussion among high school students, teachers, and national leaders about international peace; complement existing curricula and other scholastic activities; and strengthen students' research, writing, and reasoning skills. Essays are evaluated on the basis of the knowledge and depth of understanding, intellectual quality and originality, and style and mechanics. Students first compete at the state level. Judging is performed by teachers, educators, and other civic leaders. The board of director of the Essay Contest Committee selects three national winners from the first-place, state-level essays.

How to Participate: Students may take part in the contest with the sponsorship of any school, school club, youth group, community group, or religious organization. Someone in the school or community must serve as contest coordinator, to review essays and act as the key contact between student participants and the Committee. The coordinator could be a teacher, principal, faculty adviser, group leader, club sponsor, or other adult. Interested individuals should write to the National Peace Essay Contest or call the Committee to request contest guidelines. Entries are due around February 1.

Students participating in the essay contest should follow the topic and essay guidelines supplied by the Committee. Although students are not required to have their essays published, the Committee urges them to share the essays with others in some way before submitting them to the Committee, perhaps by publication in the school newspaper or club newsletter. Excerpts from the essays could be suitable editorials for local newspapers. Students could also consider making their essays available for reading in a library, on a bulletin board, or in another public exhibit space.

Costs: None

Categories/ Content Areas: International peace, freedom, justice, democracy, security, conflict resolution/social studies

Ages/ Grade Levels: Grades 9 to 12

Status: National

Time Commitment: This depends on the individual contest coordinator. The minimum time commitment for the coordinator would be time spent reading students' essays and filling out necessary forms. The amount of time spent on the essay is up to the individual student. The contest takes place from September 1 to February 1.

Resources Needed: Guidebook including contest rules, essay topic, entry forms, awards program highlights, and winning essays from previous years

Awards/ Benefits: Over 150 scholarships are awarded. The top three essayists in the nation receive college scholarships: $10,000 for first place, $5,000 for second place, and $3,500 for third place. In addition, each first-place state winner receives a scholarship of $750 and an all-expense-paid trip to Washington, DC, for the week-long award program in June. Second-place and third-place state winners receive college scholarships of $500 and $250, respectively. Teachers are encouraged to use the contest in the classroom. The Committee developed curriculum materials designed to facilitate this. The materials became available in the fall of 1994.

COMPETITION: National Science Olympiad

Contact:
Joseph Quartararo
P.O. Box 5477
Hauppauge, NY 11788-0121
(516) 265-4792

Description: The National Science Olympiad (NSO) is organized and operated under the auspices of the highly successful Continental Mathematics League, which also sponsors the National Language Arts Olympiad and National Social Studies Olympiad. It is designed and constructed by science and mathematics teachers with teaching experience ranging from elementary school through college. The contest is held at the participants' school on any day during a 2-week period in late April and early May. The Olympiad consists of 13 contests:

Science, separate contest for each grade, Grades 2 to 6
Life Science, Grades 7 to 9
General Science, Grades 7 to 8; Grade 9
Physical Science, Grades 7 to 9
Earth Science
Biology
Chemistry
Physics

Students participate with other students on the same grade level from schools all over the United States. Each contest consists of multiple-choice questions that are based on factual knowledge as well as the students' knowledge of scientific processes. Each contest has a time limit of 35 minutes and may be administered comfortably within one class period.

The National Science Olympiad can act as a supplement to a school's science education program. Through the contests, NSO purports to further students' involvement and curiosity in many fields of science, while at the same time providing recognition and awards at both the local and national levels.

How to Participate: A school registers teams for the NSO by the entry deadline according to the grade and subject categories listed above. Each school has complete flexibility in the choice of its teams. NSO sends two copies of the questions for each contest entered. The school may make as many copies as it requires. There is no limit to the number of students who may participate. While the contest contains a few difficult questions requiring creative thought, most of the questions are suitable for the majority of students. Students work independently on the questions. The contest is proctored and graded by the school with answer keys provided by NSO. The top 10 names and scores are listed on a scoresheet.

	The sum of these 10 scores is the school's team score. The scoresheet is sent to NSO where the results are collated. All schools receive a report of the results of the contests they enter.
Costs:	A fee of $55 allows a school to register two teams. The fee for each additional team is $25.
Categories/ Content Areas:	Science
Ages/ Grade Levels:	Grades 2 to 12
Status:	National
Time Commitment:	One class period
Resources Needed:	An official registration form available from the above address
Awards/ Benefits:	Each team a school registers receives 11 awards: one medal and ten certificates. There are also individual and team awards on the national level.

COMPETITION: National Social Studies Olympiad

Contact:	Joseph Quartararo, President Continental Mathematics League, Inc. P.O. Box 5477 Hauppauge, NY 11788-0121 (516) 265-4792
Description:	The National Social Studies Olympiad (NSSO) is a national event consisting of six contests: separate competitions for Grades 2, 3 to 4, 5 to 6, 7 to 9, American History (Grades 10 to 12), and World History (Grades

10 to 12). Students participate with other students at the same grade level from schools all over the country. The contest is held at the participating students' schools. The NSSO is organized and operated under the auspices of the Continental Mathematics League, which also sponsors the National Science Olympiad and National Language Arts Olympiad. It is designed and constructed by social studies teachers with teaching experience ranging from elementary school through college.

How to Participate: Schools should register teams using the application form provided by the National Social Studies Olympiad. It must be returned with a check or money order by the specified deadline, which is usually early in February. The application form provides space to specify how many teams and what grade levels are participating.

Costs: $55 for two teams; $25 for each additional team

Categories/ Content Areas: NSSO Contests for Grades 2 through 9 are based upon topics in American studies, U.S. geography, and U.S. government appropriate for each level. For Grades 10 to 12, there are two contests: American History and World History with an emphasis on Europe/social studies.

Ages/ Grade Levels: Grades 2 to 12

Status: Recognition at both the local and national levels

Time Commitment: Application due by early February; receipt of Olympiad questions by mid-March; Olympiad is typically held from the last week in April through the first week of May.

Resources Needed: Contests and answer keys are provided by NSSO.

Awards/ Benefits: Each team receives 11 awards: one medal and 10 certificates. Each additional team that a school registers is entitled to receive one additional set of awards. There are also individual and team awards on the national level.

COMPETITION: National Story League, Adlyn M. Keffer Memorial Short Story Writing Contest

Contact:

Dr. Richard C. Shepherd, Chairman
984 Roelofs Road
Yardley, PA 19067

Description: The Adlyn M. Keffer Memorial Short Story Writing Contest is a competition open to all members of the National Story League and others interested in short story writing, including members of a teacher-sponsored youth group in a school. The prize-winning stories and others are considered for publication in *Story Art* magazine.

How to Participate: Three (3) copies of the story must be submitted typed on white 8 ½ × 11-inch paper, double-spaced and on one side of the page only. Stories should be submitted to the contest chairman. The story should not exceed 2,000 words. The number of words in the story should be placed in the upper right-hand corner of the title page. Only one entry is accepted from each contestant. The story must be original. No identifying marks or names shall appear on the manuscript or the title page. A separate page contains the title of story, name and address of author, whether the author is an adult or junior, and whether he or she is a member of the National Story League or an affiliated Youth Group (with names of school and sponsor). Junior League members must include the National Story League Junior League or National Story League (NSL) Youth Group sponsor's names. Stories are to be judged on the following qualities:

Originality: Entirely author's creation
Tellability: Suitable for telling
Title: Interesting, suitable, brief
Beginning: Makes one want to continue
Plot: Simple, with only one story
Characters: Real, vivid, so that one may visualize and hear them
Language: Expressive vocabulary
Grammar: Correct spelling and sentence structure
Ending: Story comes to a climax, definite, pointed, and clear

The decision of the judges is final. The National Story League reserves the right not to award prizes if stories submitted are not considered usable or if any rule is violated. There are three judges, one appointed by each district president with the approval of the NSL President. District judges may ask their president to appoint an assistant for the Youth Contest. Judges' names are published in *Story Art* magazine when winners are announced. All stories become the property of the National Story League. No manuscripts are returned. The author retains all rights except first publication rights of the stories published in *Story Art* magazine. All rights revert to author, if story is not published in *Story Art* magazine or 1 year from the time the story was received by *Story Art* magazine. Evaluation sheets are available after May 1 to contestants who contact the chairman and pay $1 for copying and postage.

Costs: A $5 entry fee for nonmembers; no entry fee for Junior League members; $1 for evaluation sheets; $15 fee as a special school class rate for Junior membership in National Story League

Categories/ Content Areas: Composition/language arts

Ages/ Grade Levels: Open to students in Grades 4 to 12

Status:	National
Time Commitment:	January 1 to March 31 annually
Resources Needed:	Three copies of an original story
Awards/ Benefits:	Three prizes may be awarded to adult authors of $25, $15, and $10. There may be up to three honorable mentions. For students in the Youth Division and the Junior League, three prizes of $20, $15, and $10 may be awarded. There may be up to three honorable mentions. Prize-winning stories are eligible for publication in *Story Art* magazine.
Notice:	Contest rules, particularly for the Junior League, are currently being reviewed and rewritten. It should be noted that these rules and guidelines were revised and specify that contestants must be sponsored by either a sponsor of Junior League or Youth Group. Rules are different for League and Youth Group members.

COMPETITION: National Story League, Alexander Fischbein Memorial Short Story Writing Contest

Contact:

Dr. Richard C. Shepherd, Chairman
984 Roelofs Road
Yardley, PA 19067

Description:	The Alexander Fischbein Memorial Short Story Writing Contest is a competition open only to youth in Grades 4 through 7.
How to Participate:	Three (3) copies of the story must be submitted typed on white 8 ½ × 11-inch paper, double-spaced and on one side of the page only. Stories should be submitted to the contest chairman. The story should not exceed 2,000 words. The number of words in the story should

be placed in the upper right-hand corner of the title page. Only one entry is accepted from each contestant. The story must be original. No identifying marks or names should appear on the manuscript or the title page. A separate page should contain the title of the story, name and address of author, author's age, and the signature of a teacher or an NSL member certifying that together they have applied the guidelines.

Costs:	Nonmembers pay a $5 entry fee.
Categories/ Content Areas:	Composition/language arts
Ages/ Grade Levels:	Grades 4 to 12
Status:	National
Time Commitment:	Contest begins January 1 and ends March 31 each year.
Resources Needed:	Three copies of an original story
Awards/ Benefits:	Three prizes of $20, $15, and $10 may be awarded. There may be up to three honorable mentions. The prize-winning stories and others will be published in *Story Art* magazine if the chairman of the contest, the editorial staff of *Story Art* magazine, and the president of the National Story League deem them suitable.

COMPETITION:
National Traffic Safety Poster Program

Contact:	Christiana J. Gibson Administrative Secretary Traffic Safety Services

1000 AAA Drive
Heathrow, FL 32746-5063
(407) 444-7000
(407) 444-7380 (fax)

Description: The National School Traffic Safety Poster Program was created to encourage thinking about traffic safety and to provide an opportunity for students nationwide to create posters on basic traffic safety concepts in areas most directly linked to traffic casualties involving children. The poster program provides an opportunity for students to create an original design that illustrates the slogan assigned to their state. It also encourages critical thinking about traffic accidents as the leading cause of death for children between 1 and 14 years of age. The American Automoblie Association (AAA) Traffic Safety Poster Program encourages students to learn by doing. Top designs from the winning posters are used in traffic safety teaching materials. Local AAA clubs distribute these materials to schools throughout the United States and Canada, and the designs also may appear in selected publications promoting safety. Posters selected for final judging are reviewed by a panel of edu-cators, artists, and traffic safety specialists. Selection criteria for award-winning posters are:

Relationship of the poster design to traffic safety practices
Originality of the poster and how the idea is expressed in the poster design
Artwork and its execution
Visual impact of the poster design

How to Participate: AAA Clubs provide entry forms and guidelines to schools at the beginning of the school year. Any student affiliated with a national youth organization or enrolled in a public, parochial, or private school through Grade 12 may enter the program. Group entries are accepted. Contact your nearest AAA Office for details.

Costs: Materials and postage

Categories/ Content Areas: Traffic safety, art/general problem solving

Ages/ Grade Levels: Primary (Grades K to 3); Elementary (Grades 4 to 6); Junior (Grades 7 to 9); and Senior (Grades 10 to 12)

Status: National

Time Commitment: Poster preparation time varies. Completed poster designs are due at the beginning of February and must be postmarked by the specified deadline date.

Resources Needed: Poster board (tag, poster, illustration board, or heavy paper may be used) must be 15 × 20-inch, 14 × 22-inch, or 12 × 18-inch; an AAA entry blank must be obtained and signed by the instructor, clearly showing the entrant's age and grade level.

Awards/ Benefits: The winner in each group receives a $500 U.S. Savings Bond. The National Board of Judges selects the Grand Award winners from among first-place posters in each slogan category. The Grand Award is applied toward a student's advanced education. For each group classification, first-, second-, and third-place awards are presented in each slogan category. In addition to these awards, those who win the Judge's Award of Merit receive a $50 bond. Honorable mention and merit citation certificates are also awarded.

Level	*Grades*	*Prizes*
Senior High Group	10 to 12	10 first-place awards of $150 bond; 10 second-place awards of $125 bond; 10 third-place awards of $100 bond
Junior High Group	7 to 9	10 first-place awards of $150 bond; 10 second-place awards of $125 bond; 10 third-place awards of $100 bond

Level	*Grades*	*Prizes*
Elementary	4 to 6	10 first-place awards of $125 bond; 10 second-place awards of $100 bond; 10 third-place awards of $75 bond
Primary	K to 3	10 first-place awards of $125 bond, 10 second-place awards of $100 bond, 10 third-place awards of $75 bond

COMPETITION: National Written and Illustrated By . . . Awards Contest

Contact:

David Melton
Creative Coordinator, Landmark Editions, Inc.
P.O. Box 4469
Kansas City, MO 64127
(816) 241-4919
(816) 483-3755 (fax)

Description: The National Written and Illustrated By. . . Awards Contest for students provides a method for seeking out exceptionally talented students and offering them opportunities to become published authors and illustrators. Each participant writes and illustrates a book. Landmark reviews and selects three of the books for publication, one from each of the three age categories. The winners are selected by a national panel of educators, editors, art directors, and authors and illustrators of juvenile work.

How to Participate: Each book must be written and illustrated by a single student. All entries must be submitted via a teacher or librarian. Landmark Editions provides entry criteria regarding book size, number of illustrations, book covers, book jackets, binding, number of pages, type of text, and so on. An official entry form must be pasted or taped securely on the outside of the back panel of the book jacket. The entry form must be completely filled out with the requested information and signatures.

Costs:	$1 entry fee
Categories/ Content Areas:	Language arts
Ages/ Grade Levels:	Three age categories: Group A (6 to 9 years old); Group B (10 to 13 years old); and Group C (14 to 19 years old)
Status:	United States and Canada
Time Commitment:	Writing/illustrating time varies. Each book entry must be mailed separately and postmarked on or before May 1.
Resources Needed:	Official entry form and original book entry
Awards/ Benefits:	The winning students receive publishing contracts and are given all expenses-paid trips to Landmark's offices in Kansas City, MO. Here the staff assists them in editing of their manuscripts and shows them how to best prepare their final illustrations for publication. They soon become published authors and illustrators. They receive royalties from the sales of their books.

COMPETITION: Nationwide Writing Contest for Bilingual Students

Contact:

NABE Nationwide Writing Contest
Houston Independent School District
Bureau of Community Affairs &
Administrative Services
3830 Richmond Avenue
Houston, TX 77027
(713) 892-6298

Information may also be obtained from the sponsor:
Coca-Cola Consumer Affairs
(800) GET COKE

Description: The National Association for Bilingual Education holds an annual essay contest for bilingual students. Participants must be native speakers of languages other than English who are currently enrolled in a bilingual education program where content instruction is provided in both English and the student's native language. The essay must be on a topic specified in the contest rules. Each essay is judged on (1) development of the theme, (2) originality, (3) content and clarity of expression, and (4) grammar and mechanics. All essays must be written in English, but all first-place winners must be prepared to present their essays bilingually at the awards ceremony.

How to Participate: A completed application form must accompany the essay. The length of the essay must be as follows: Elementary (Grades 3 to 5), 150-200 words; middle/junior high school (Grades 6 to 8), 250-350 words; high school (Grades 9 to 12), 350-500 words. Teachers please note: The number of words must be checked and recorded at the end of each essay. Every word will be counted except dates (e.g., February 17, 1995), which will be counted as one word. The essay must be handwritten in ink, or preferably, for high school students, typed, double spaced. A maximum of three essays per grade category is accepted from the same school. A cover letter on school stationary signed by the principal should accompany the submissions.

Costs: None

Categories/ Content Areas: Language arts

Ages/ Grade Levels: Elementary (Grades 3 to 5); middle/junior high (Grades 6 to 8); high school (Grades 9 to 12)

Status: National

Time Commitment: The time required to write the essay

Resources Needed: Official rules and application form

Awards/ Benefits: National first-place winners, their parents, and their bilingual teachers win a trip to be honored at the Annual NABE Conference, including round-trip airfare and two days of expenses, as well as a $5,000 scholarship and an Apple Macintosh color computer. The national second- and third-place winners in each grade category receive $2,500 and $1,000 scholarships, respectively.

COMPETITION: Odyssey of the Mind

Contact:

Janet Vincz D'Alessandro, Assistant Director
P.O. Box 547
Glassboro, NJ 08028
(609) 881-1603
(609) 881-3596 (fax)
Executive Director: Carole Micklus (same address)

Description: Odyssey of the Mind is an educational program that fosters creative thinking and problem-solving skills among participating students from kindergarten through college. Through the activity of problem-solving, children learn skills that are important in a ever-changing world. The Odyssey of the Mind (OM) program encourages the development of cooperation, self-respect, and the appreciation and understanding of others. Participants work on long-term problems that are developed to cover a wide range of participants' interests. Some problems investigate the technical realm, whereas others are performance oriented. Technical problems have included creating a balsa wood structure that can support hundreds of pounds of weight or designing, building, and driving vehicles powered by springs, wind, or mechanical jacks. Other problems challenge students to create performances based on a historical event or a scene or character in classical literature. Teams of 5 to 7 students work together to solve a long-term problem and practice solving spontaneous problems in preparation for competition.

How to Participate: To participate in the Odyssey of the Mind school program, the school must become a member of the OM Association. Members come from throughout North America, as well as Australia, China, Europe, Japan, and South America. Participants compete in four membership categories: Category A, individual schools; Category B, home school programs; Category C, small schools with one principal; Category E, collegiate/military.

Costs: $135 for North American members and $150 for those outside the United States

Categories/ Content Areas: Drama, general problem solving

Ages/ Grade Levels: Membership is open to elementary, middle, and high schools, as well as college students, who participate in four divisions: Division I (less than 12 years old); Division II (less than 15 years old); Division III (less than 19 years old); Division IV: (college and military). A Primary Problem group provides practice and demonstration for children less than 9 years old. Ages are effective December 31 of the year prior to competition.

Status: Regional, state, and international

Time Commitment: Annual membership runs concurrent with the school year and ends July 31.

Resources Needed: A variety of books and handbooks are available for purchase. Members receive a membership packet containing the following:

An *Odyssey of the Mind School Program Handbook*, explaining the school program and the rules

The current annual long-term problems

A noncompetitive long-term primary-level problem used for demon-stration only

A subscription to the *Odyssey of the Mind Newsletter*

Classroom curriculum materials consisting of creative problem-solving activities for primary grades, as well as elementary and secondary language arts, mathematics, science, social studies, and technology education.

OM teaches teamwork, rewards risk and initiative, and encourages participants to search for new and alternative solutions to problems. It also teaches a number of skills that mirror the workplace. For instance, students must define their goals, map out the steps required to get there, work within a budget, and market their solutions. Working as a team, they develop management and leadership skills.

Awards/ Benefits: Awards are given at all levels.

COMPETITION: Panasonic Academic Challenge

Contact:

Ms. Peggy Harrod
Tournament Coordinator
Academic Competitions Manager
School Board of Polk County, Florida
P.O. Box 391
1925 S. Floral Avenue
Bartow, FL 33830
(813) 534-0621
(813) 534-0767 (fax)

Description: The Panasonic Academic Challenge (PAC) is a highly academic national high school competition modeled after Florida's Barnett Bank Academic Competition for Excellence. Each team consists of six members (four players and two alternates) and a coach. This is not a quick-response, *Trivial Pursuit*-style contest. Instead, it is a slower-paced tournament in which players are asked questions from the areas of mathematics, science, English, social studies, the fine arts, foreign language, and computer science. The questions are written by over 100 educators from high schools and colleges throughout the nation. The PAC provides a competition that challenges academically talented students and rewards their achievement. The goal of the PAC is to provide a prestigious academic competition in which the nation's academically talented high school students are recognized. The Panasonic Company became the major corporate sponsor in 1992. Sponsorships from various foundations and companies and support from Florida district school boards have enabled this national academic competition to continue.

How to Participate: One team of six high school students and a coach is selected to represent each state and U.S. territory. The method of team selection varies from state to state. Those states that have state tournaments send the winning team or an all-star team selected at the state competition. Other states select the representative team using their own criteria. In certain states, several high school teams submit team profiles, and the tournament committee selects the team. Teams should submit a team profile by the specified deadline in March. Teams are selected by mid-March. Selected teams should submit their registration fee by the specified deadline in May.

Costs: The minimum cost per team is $800. This includes two rooms for 4 nights in the Yacht and Beach Clubs Resort and a maximum of seven registration/food plans (one breakfast, one brunch, two lunches, two dinners, and one awards banquet for each of six team members and one coach). Additional rooms are $170 per night, and additional registration/food plans are $140 each. Registration/ food plans must be purchased in advance and are not available at the tournament. The only meal that can be purchased separately is the awards banquet at a cost of $40. Discount airfares are arranged with Delta Airlines.

Categories/ Content Areas: Computers, foreign language, language arts, mathematics, science, social studies

Ages/ Grade Levels: Grades 9 to 12

Status: National, including U.S. territories

Time Commitment: The PAC lasts for 4 days in June. Preparation time is at the discretion of the individual teams.

Resources Needed: Application materials (team profile)

Awards/ Benefits: Scholarships are funded by the Panasonic Company. Gold championship rings are provided by Herff Jones, Inc. Each member and the head coach of the national championship team receive a $2,500 scholarship and a ring. Each of the first-place team members also receives a Macintosh computer provided by Apple Computer, Inc. The second-place team members and head coach each receive a $1,500 scholarship and a ring. An All-America Academic Team is selected geographically from the PAC's participants. Each of these team members receives a $2,000 scholarship and a medallion awarded by Herff Jones, Inc.

COMPETITION: Program to Recognize Excellence in Student Literary Magazines

Contact:

National Council of Teachers of English
1111 W. Kenyon Road
Urbana, IL 61801-1096
(217) 328-3870
(217) 328-0977 (fax)
(800) 369-NCTE

Description: The Program to Recognize Excellence in Student Literary Magazines is intended as a means of recognition for students, teachers, and schools producing excellent literary magazines; as an inducement for improving the quality of such magazines; and as encouragement for all schools to develop literary magazines, seeking excellence in writing and schoolwide participation in production. Magazines are evaluated and ranked. Critiques of individual magazines are not provided.

How to Participate: The student literary magazine program is open to all senior high, junior high and middle schools throughout the United States and Canada, and to American schools abroad. To enter a magazine, it must have been published between September of the previous year and July of the entry year. Follow these steps:

Complete the entry form.

Send the original completed entry form with payment to PRESLM-NCTE at the above address. Do not send magazines to NCTE.

Send three copies of the entry form and three copies of the literary magazine to your state leader no later than July 1. Send a self- addressed, stamped postcard if notification of entry being received is desired.

Costs: $25 entry fee to cover administrative costs

Categories/ Content Areas: Composition/writing

Ages/ Grade Levels: Junior high schools, middle schools, and senior high schools

Status: United States, Canada, and American schools abroad

Time Commitment: Deadline to enter is July 1.

Resources Needed: Official entry form

Awards/ Benefits: The initial judging is based on a point system. The total points awarded the individual entries determines the entry's placement in one of the categories explained below. Neither critiques of individual magazines nor the scoresheets are provided to the schools that submit entries. Chief faculty advisers and principals receive notice of all ranked magazines in March. At an individual school's option, some of the ranked magazines may be available for purchase. The highest award recognizes magazines that meet extraordinary standards of excellence. This award, selected from the superior-ranked journals, might be given to several magazines in a particular year, or to none.

Superior	91-100 points
Excellent	81-90.9 points
Above Average	71-80.9 points
Unranked	70.9 or fewer points

COMPETITION: Quill and Scroll Society, International Writing, Photo Contest

Contact:

Quill and Scroll Society
School of Journalism and Mass Communication
University of Iowa
Iowa City, IA 52242-1528

Description: Currently enrolled high school students are invited to enter the International Writing, Photo Contest. Each entry must have been published in a high school or professional newspaper between February 1 of the preceding year and February 1 of the contest year. There are 10 divisions.

How to Participate: Entry specifications differ for each division:

Division 1	Editorial	Must be a single editorial, not a series Entries are judged on reader interest, appropriateness, clarity of purpose, structure, and effectiveness
Division 2	Editorial Cartoon	May be a single cartoon or cartoon strip Entries are judged on originality, reader interest, appropriateness, clarity or purpose, and effectiveness
Division 3	News Story	May be advance or coverage story. Subject matter need not relate to school activity (enter sports news in sports writing division) Entries are judged by news story standards. Focus is on strong leads, concise writing, strong paragraph beginnings, avoidance of editorializing, and good use of sources
Division 4	Photography/ News Feature	Submit the photographic print unmounted (maximum size 8 ½ × 11 inches) with the newspaper tear sheet Entries are judged on appropriateness, composition, print quality, and interest; they need not picture school event or personnel
Division 5	Photography/ Sports	Submit the photographic print unmounted (maximum size 8 ½ × 11 inches) with the newspaper tear sheet Entries are judged on appropriateness, composition, print quality, and interest; they need not picture school event or personnel
Division 6	Feature Story	All types of features are eligible (Enter sports features in sports writing division) Entries are judged on timeliness, human interest, organization, and writing style and form appropriate to the story
Division 7	In-Depth Reporting/ Individual	Must be a single article and should cover an area the publication purposely explored to correct existing

		weaknesses and/or better inform the public Entries are judged on quality of subject matter, use of sources, thoroughness of coverage, and writing style
Division 8	In-Depth Reporting/Team	Entries may be a series of stories contained in a single publication Same as Division 7, except entries must be the work of two or more students
Division 9	Advertisement	Must consist of a single advertisement. Student must prepare layout, write copy, and sell ad Entries are judged on enterprise, quality, reader appeal, display and design, and printed reproduction
Division 10	Sports Story	Enter all types of sports writing in this division: news, features, columns, and so on. Entries are not limited to high school sports coverage

The official entry form provided by the Quill and Scroll Society must be completed. Each school is limited to two entries per division. One student may submit any or all of the school's allotted entries. The complete newspaper page on which the entry appears should be submitted. Circle in red the entry to be judged. If two entries are on the same page, submit a complete tear sheet for each entry. Photo-graphic divisions require submission of photographic print and tear sheet. Staple the official student entry form (or copy) to each entry. Entries improperly identified are disqualified without notification. Entries must be mailed first class and postmarked no later than the specified deadline, usually February 1.

Cost: $2 per entry; maximum $40 fee

Categories/ Content Areas: Language arts

Ages/ Grade Levels: High school

Status:	International contest sponsored by the National Newspaper Association and the Quill and Scroll Society
Time Commitment:	Eligible entries must have appeared in a school or professional newspaper between February 1 of the previous year and February 1 of the contest year. Entry deadline is usually during the first week of February.
Resources Needed:	Official entry form and tear sheets, when appropriate
Awards/ Benefits:	Awards are made in each of the 10 divisions. Winners of the National Newspaper Association, Quill and Scroll International Writing, Photo Contest receive a national award gold key. A complete list of winners appears in the April/May issue of *Quill & Scroll.* The best entry in each category is designated a sweepstakes winner. All sweepstakes winners (except the In-Depth Team category, where one typewriter is awarded to the school newspaper) receive a portable electronic typewriter courtesy of Smith Corona. Winners of the gold key who are seniors are eligible to apply for one of the $500 Edward J. Nell Memorial Scholarships.

COMPETITION: Quill and Scroll/ Walsworth Company, Yearbook Excellence Contest

Contact:

Quill & Scroll Society
School of Journalism and Mass Communication
University of Iowa
Iowa City, IA 52242-1528

Description: High school students who are contributors to or staff members of a student yearbook at any public, private, or parochial senior high school that is a charter member of the Quill and Scroll Society are invited to enter the competition. Awards are made in each of the 12 divisions.

How to Participate: Entries must be mailed first class and postmarked no later than the specified deadline (around November 1). No extensions will be given. Entries should be accompanied by the school registration form and entry fee or they will be disqualified without notification. The divisions are as follows:

Division 1	Theme Development	Entry should include cover, end sheets, introduction, division pages, and closing. Entry must include the entire actual cover Entries are judged on overall unity of theme package including theme copy, typography, graphics, and color
Division 2	Student Life	Two different spreads from the student life section may be submitted (mini-magazine coverage may be included) Entries are judged on the quality of copy, realistic action photos, informative and interesting headlines and captions, and layout and design
Division 3	Academics	Two different spreads from the academics section may be submitted Entries are judged on the quality of copy, realistic action photos, informative and interesting headlines and captions, and layout and design
Division 4	Clubs or Organizations	Two different spreads from the clubs or organizations section may be submitted Entries are judged on the quality of copy; realistic action photos; well-cropped and composed group photos; informative headlines, captions, and IDs; and layout and design
Division 5	Sports	Two different spreads from the sports section may be submitted Entries are judged on the quality of copy, realistic action photos, informative and interesting headlines and captions, scoreboards, and layout and design

Division 6	People	Two different spreads from either the student or faculty/administration coverage may be submitted (mini-magazine coverage may be included) Entries are judged on the quality of copy, realistic action photos, informative and interesting headlines and captions, and layout and design
Division 7	Advertising	Two different spreads from the ad section may be submitted Entries are judged on the quality of copy and typography, effective illustrations or photos, well-written headlines, and layout and design
Division 8	Sports Action Photo	Two different spreads from the sports section may be submitted Entries must be photographic prints (8 ½ × 11-inch maximum size), as well as the spreads on which they appear Entries are judged on composition, print quality, interest, and effective cropping
Division 9	Academic Photo	Two different spreads from the academics section may be submitted. Entries must include the original photographic prints, black-and-white photos only (8 ½ × 11-inch maximum size), as well as the spread on which they appear Entries are judged on composition, print quality, effective cropping, and focusing on students in learning situations
Division 10	Feature Photo	Two different photos from any section that emphasize the human interest angle and focus on people in their environment. Posed shots and portraits are not acceptable Requirements and judging criteria are the same as Division 9

Division 11	Graphics	Two different spreads may be submitted that illustrate contemporary use of graphics to enhance the content of subject matter on the spread. Graphics include the use of typography, screens, rule lines, logos, and special heads
Division 12	Index	Two different spreads may be submitted from the index that display creative use of graphics, typography, screens, photographs, and or featurettes to enhance the presentation of the index

Each entry must have been published in a student yearbook at any time from January 1 to November 1. Each school is limited to two entries per division except for the theme development division, which allows only one entry. Submit the full actual page or pages (not photocopies) on which the entry appears, as stipulated in the category description. NOTE: Photography divisions require submission of photographic prints and the actual page or spread on which the photo appears. Cut actual pages from the book. Do not submit the entire book or photo-copies. The official entry form (or copy) should be securely taped to the reverse of the actual entry in the upper right-hand corner. A separate entry form must be filled out and taped to the reverse side of each entry. Entries improperly identified will be disqualified without notification.

Costs: Entry fees are $2 each; the maximum fee is $46.

Categories/ Content Area: Language arts

Ages/Grade Levels: High school students who are contributors to or staff members of a student yearbook at any public, private, or parochial senior high school

Status: National

Time Commitment:	Individual preparation time. Entries must have been published in a student yearbook at any time from January 1 to November 1.
Resources Needed:	Actual page(s) from yearbook on which entry appears. Other resources may be needed according to each division's requirements.
Awards/ Benefits:	Awards are made in each of the 12 divisions. Winners receive Quill and Scroll's national award gold key, and winning seniors are eligible to apply for one of the $500 Edward J. Nell Memorial Scholarships in Journalism. The winning entries are automatically eligible for the Walsworth Publishing Company/Quill and Scroll Journalism Sweepstakes Awards.

COMPETITION: *Read Magazine*, Letters About Literature

Contact:

Catherine Gourley
Letters About Literature, Read Magazine
The Weekly Reader Corporation
245 Long Hill Road
P.O. Box 2791
Middletown, CT 06457-9291

Description: The Letters About Literature contest (formerly Books Make a Difference) is sponsored annually by *Read Magazine*, a publication of the Weekly Reader Corporation and the Center for the Book at the Library of Congress. The contest encourages students to write a letter on a given theme to a favorite (or least-favorite) author. Recent contest themes have included how a book has changed the student's outlook on life and how a book has helped him or her get through tough times. According to guidelines, the contest is designed to ignite a personal identification between reader and author, rather than the plodding regurgitation of plot and Cliff Notes' themes to which book report assignments are so susceptible.

How to Participate: Students select books they read recently that elicited strong feelings. They need not like the characters or even the way events in the book turn out in order to be affected by the story. Students must compose a letter of 1,000 words or less to the author, dealing with the year's contest theme. The important thing is to make a connection between themselves and a character or event in the story. The letter should be honest, personal, and conversational, as if the author already knows what happened. What the author does not know is how the book affected the reader. Letters should be signed and sent with completed entry forms by the contest deadline (usually in early December).

Costs: None

Categories/ Contest Areas: Language arts

Ages/ Grade Levels: Grades 6 to 10

Status: National

Time Commitment: The time needed to write the letter

Resources Needed: Entry form (available from the above address)

Awards/ Benefits: The grand prize winner receives a 5-day, 4-night, all expense-paid trip for two to Washington, DC to be honored at a special presentation at the Library of Congress. National and state finalists receive cash awards provided by the Center for the Book and participating state Centers for the Book. The amounts and numbers of cash awards may vary from state to state and year to year.

COMPETITION: Scholastic Writing Awards

Contact:

Dianne McNutt
730 Broadway
New York, NY 10003
212) 505-3402
(212) 343-6893

Description: Since 1923, the Scholastic Writing Awards have honored young people who are dedicated to the craft of expression. Each year the Scholastic Writing Awards place the work of emerging talents before some of the finest writers, poets, journalists, and essayists. These well-recognized, outstanding jurors cull 335 winning entries from entries in the tens of thousands.

How to Participate: All students are encouraged to enter the competition whether or not their schools are in regions with sponsors. Students should send a self-addressed stamped envelope to the Scholastic Art & Writing Awards and request the Scholastic Writing Awards entry form. All entries must be original. The three most important characteristics the highly esteemed judges look for are imaginative content, skill/technique, and voice/writing style. Categories are essay, nonfiction, persuasive writing, poetry, humor, science fiction, writing portfolio.

Costs: None

Categories/ Content Areas: Composition/language arts

Ages/ Grade Levels: Group I (Grades 6 to 8), Group II (Grades 9 to 12)

Status: United States, U.S. territories, U.S.- sponsored schools abroad, and Canada

Time Commitment: Regional competition throughout the school year; national competition in June and July

Resources Needed: The Scholastic Writing Awards entry form, or the portfolio entry form for the Portfolio Awards and Scholarship Nominations

Awards/ Benefits: Within each category for Group I and Group II, there is a $500 first award, a $300 second award, and a $200 third award. The first, second, and third awards in the Science Fiction category are titled The Scholastic Isaac Asimov Awards for Science Fiction. Other awards are listed below. Selected winning entries appear in the May issue of *Scholastic* magazine. Students receive a copy of any publication in which their work appears.

Portfolio Awards: Five scholarships of $5,000 each go to the best portfolios submitted by graduating students.

Teacher's Portfolio Awards: Five awards of $1,000 each go to the sponsoring teacher, counselor, or principal (educator who signs entry form) of each Portfolio Award winner.

Honorable Mention Certificates: Up to 20 Honorable Mention Certificates are given in each category, distributed between Group I and Group II.

Smith Corona Typewriter Awards: Eight Smith Corona typewriters are given for the first-award winners in Group I and Group II in the categories of short story, short short story, essay/nonfiction/persuasive writing, and humor.

Smith Corona Typewriter Awards for Teachers: Three Smith Corona typewriters are given to the three teachers who sponsor the best group of entries in any category. No teacher can be eligible to receive this award more than once in any 5-year period.

New York University, Tisch School of the Arts Dramatic Writing Scholarship: A $1,000 merit award, to be applied toward tuition in the Dramatic Writing Program at the Tisch School of the Arts, is given for the best entry in any category by a high school senior. Students must have applied to the Dramatic Writing Program at the Tisch School of the Arts.

COMPETITION: Science Olympiad

Contact:

Jack Cairns
Co-Director
704 N. Bradford Street
Dover, DE 19901
(302) 739-3742
(302) 739-4483 (fax)

Dr. Gerard J. Putz
President
5955 Little Pine Lane
Rochester Hills, MI 48306
(313) 651-4613

Description: Created in 1983, Science Olympiad strives to increase students' interest in science as an alternative to traditional science fairs and single-discipline tournaments. Teams of 15 students prepare throughout the year to compete in Science Olympiad tournaments held on local, state, and national levels. These interscholastic competitions consist of a series of 32 individual and team events that encourage learning in biology, earth science, chemistry, physics, problem solving, and technology. Olympiad Events are distributed among three broad goal areas of science education: science concepts and knowledge, science processes and thinking skills, and science application and technology. Events have been designed to recognize the wide variety of skills that students possess. Whereas some events require knowledge of scientific facts and concepts, others rely on science processes and skills of application. This ensures that everyone can participate, including students from technology classes or advanced science classes.

How to Participate: A school team membership fee must accompany the completed membership application form 30 days before the regional or state tournament. This fee entitles the member school to a copy of the Science Olympiad *Coaches and Rules Manual* and entitles up to 15 students to participate at the first level of competition in the district, regional, or state tournament. A percentage of winning teams remain eligible to continue on to the next level. It is important that schools submit a membership fee early to receive a copy of the rules. Specific rules have been developed for each event and need to be read carefully so the team can compete successfully.

Costs: National fee is $55 for a 15-person team for Divisions B and C. The fee is $10 for Division A-1 and $15 for Division A-2. States/regions may add another similar fee. Add 20% for shipping and handling for international membership. Membership benefits include the following:

Coaches and Rules Manual
Eligibility to advance and participate in local, regional, state, and national Science Olympiad tournaments+
Science Olympiad newsletter containing important news and updates sent to each team
Communication and roles clarification with National Executive Board
Eligibility for scholarships

The state receives a free set of first-, second-, and third-place medals and trophies. Fees for room and board so that state directors can attend a meeting following the national tournament are also paid. The following videotapes are available for purchase:

Item	*Cost*
Elementary A1 Fun Day	$30
Elementary A2 Video	$30
White House Video	$15
NSO Finals (CO/89)	$30
NSO Finals (MO/91—33 min)	$40
NSO Finals (MO/91—9 min)	$30
NSO Finals (AL/92—30 min)	$45
NSO Finals (AL/92—10 min)	$35
BRIDGES from 1990 & 1991 National Finals	$30
NSO Finals-B(CO/93—32 min)	$45
NSO Finals-C(CO/93—40 min)	$45

A set of 15 student manuals for Division B and C can be purchased for $40; individual copies are $2.70 each for more than 15, or $5 each for less than 15.

Categories/ Content Areas: Biology, earth science, chemistry, physics, technology/ general problem solving, science.

Ages/ Grade Levels: Division A-1 (Grades K to 3); Division A2 (Grades 3 to 6); Division B (Grades 6 to 9); and Division C (Grades 9 to 12)

Status: State, regional, and national

Time Commitment: Variable

Resources Needed: One coach minimum; Science Olympiad membership form; coach's manual and rules. Videotapes and student manuals may be purchased at an additional cost.

Awards/ Benefits: Athletic-style medals are given for each event. In addition, championship trophies are awarded to the Division B and C school teams compiling the most total points during the Olympiad.

COMPETITION:
Scripps Howard National Spelling Bee

Contact:
Mary Theurer, Regional and State Facilitator
ECSU-5
HCR3, Box 15
Staples, MN 56479-9502
(218) 894-1930
(218) 894-3045 (fax)

Description: The National Spelling Bee is an educational program sponsored by Scripps Howard Newspapers and other

	leading newspapers throughout the United States, Europe, Guam, Mexico, Puerto Rico, Saudi Arabia, and the Virgin Islands. It is designed to help students improve their spelling, increase vocabulary, learn concepts, and develop correct English usage that will help them all their lives.
How to Participate:	Contests are held at the classroom, school, city, district, regional, and state levels, leading up to the national finals held in Washington, DC, in late May or early June. Students can enter competitions in their own schools.
Costs:	None
Categories/ Content Areas:	Spelling/language arts
Ages/ Grade Levels:	Students must not have passed beyond the 8th grade at the time of their individual school finals and must not have reached their 16th birthday on or before the date of the national finals.
Status:	National
Time Commitment:	Competition at the various levels takes place throughout the school year.
Resources Needed:	Contact the national office for details.
Awards/ Benefits:	Most sponsoring newspapers offer prizes to local finalists that include items from Encyclopaedia Brittanica, Franklin Electronic Publishers, Merriam-Webster, and Random House. Each local champion receives a sightseeing trip to Washington, DC, and a chance to compete for prizes that total more than $30,000 in cash.

COMPETITION: Sea World, A Pledge and a Promise Environmental Awards

Contact:	A Pledge and a Promise Environmental Awards Education Department Sea World 7007 Sea World Drive Orlando, FL 32821 (407) 363-2389
Description:	These awards honor the outstanding efforts of school groups who have made lasting contributions to the environment.
How to Participate:	Eligible are all classrooms or other formally recognized groups formed by (and representing) schools in the United States that are involved in environmental projects. Both external and self-nominations are accepted. All projects that help to improve the environment—but only those with measurable criteria—are considered. Such projects include, but are not limited to, cleaning up polluted areas, recycling, monitoring the health of an area, educating others on environmental issues, raising funds to buy land, participating in a zoological park's conservation efforts, or working with local groups and government agencies on local land conservation projects.
Costs:	None
Categories/ Content Areas:	Environment/science
Ages/ Grade Levels:	Awards are given in four categories: Grades K to 5, Grades 6 to 8, Grades 9-12, and College
Status:	National

Time Commitment: Projects tend to be ongoing. The nomination process involves a rather detailed description (with a video or photographs) documenting the project.

Resources Needed: Nomination form

Awards/ Benefits: Three awards are made in each category. These include a first-place award of $12,500, a second-place award of $5,000, and a third-place award of $2,500. In addition, a grand award of $20,000 is made for the entry in any of the four categories that excels overall in creativity, innovation, and positive environmental impact. Awards are made on behalf of and for the advancement of the school group as defined in the nomination form. Award finalists select one student to represent their group; that person and one adult companion are flown to one of the Sea World or Busch Gardens locations for presentation of awards during a nationally televised special in the spring.

COMPETITION: Space Science Student Involvement Program

Contact:

National Science Teachers Association
Attention: SSIP Competition
1840 Wilson Boulevard
Arlington, VA 22201-3000
(703) 243-7100

Description: In 1980, the National Aeronautics and Space Administration and the National Science Teachers Association teamed up to cosponsor the Space Science Student Involvement Program (SSIP). The five competitions that make up SSIP are designed to foster greater scientific literacy among elementary, middle, and high school students, especially in the areas of aerospace science and technology. Thousands of teachers throughout the United States successfully use SSIP to support curricular goals, spark student interest, encourage creative thinking across disciplines, and involve students in science process skills. Included are the following programs:

Interplanetary Art. Students use creative, artistic skills to depict a scene from interplanetary space, known or unknown. This can include—but is not limited to—planets, moons, asteroids, meteoroids, comets, and nebulae in our solar system and beyond.

Future Aircraft/Spacecraft Design Competition. Students work in teams of three or four using creative, artistic, and written skills to illustrate and explain an original design of a futuristic aircraft or spacecraft.

Mission to Planet Earth. Mission to Planet Earth is a comprehensive program to study the Earth from space using satellite and remote sensing technology. Through this program, students can develop a strong scientific understanding of the Earth's environmental systems by studying the physical, chemical, biological, geological, and social processes that affect our planet. Scientists can use this information to understand what human beings are doing to their planet and how to solve future environmental issues. The mission, undertaken in groups of three or four, is to investigate the effect of human activity on the Earth's ecosystem, then develop a plan for an interdisciplinary program, using satellites, to address one of the planet's environmental dilemmas.

Mars Scientific Experiment Proposal. Just as Jefferson sent Lewis and Clark to open the continent, students of today can take the initiative to open the universe by space exploration. Mars is possibly the door to the future. Past exploration of the Red Planet has given answers to many questions, yet there are just as many questions to answer. Students plan and design an expedition to Mars and propose an experiment to be done sometime during the journey.

Aerospace Internships. Students propose and write experiments that could theoretically be performed at one of the following NASA facilities: supercomputer, microgravity, wind tunnel, space stations, spacelab, space astronomy, launch operations, space telerobotics

How to Participate: All entries must be submitted on an official entry form available from the above address. The form must be signed by the student, the student's parent/guardian, and the teacher/adviser. For team competitions (Future Aircraft/Spacecraft Design, or Mission to Planet Earth), all team members must sign the entry form. The entry deadline is typically in January. Each student or team must have a teacher/adviser to serve as sponsor.

Costs: None

Categories/ Content Areas: Science

Ages/ Grade Levels: Elementary, secondary

Status: National

Time Commitment: The time required to complete the project

Resources Needed: Official entry form, which contains complete rules for each contest

Awards/ Benefits: Awards are as follows

Interplanetary Art. First-place national winners receive an all-expenses-paid trip to Space Camp. Grades 3 to 12 national winners and teacher/ advisers receive an all-expenses-paid trip to the National

Space Science Symposium. Prizes are given to state winners. National and state winning entries are exhibited at museums and space centers nationwide. All students who qualify receive certificates of participation.

Future Aircraft/Spacecraft Design Competition. First-place national winners receive an all-expenses-paid trip to Space Camp. Prizes are given to state winners. All students who qualify receive certificates of participation.

Mission to Planet Earth. First-place national winners receive an all-expenses-paid trip to Space Camp. National winners and teacher/advisers receive an all-expenses-paid trip to the National Space Science Symposium. Prizes are given to state winners. All students who qualify receive certificates of participation.

Mars Scientific Experiment Proposal. Regional winners and their teacher/ advisers receive an all-expenses-paid trip to a space science symposium at a NASA Center where the next round of competition will be held. National semifinalists and their teacher/advisers receive an all-expenses-paid trip to the National Space Science Symposium. The first-place national winner and his or her teacher/adviser receive an all-expenses-paid trip to the NASA Center of their choice. All students who qualify receive certificates of participation.

Aerospace Internships. National winners and their teacher/advisers receive an all-expenses-paid trip to the National Space Science Symposium. First-place national winners of each competition and their teacher/advisers receive a one-week, all-expenses-paid educational internship at a NASA Research Center. All students who qualify receive certificates of participation.

COMPETITION: Steel Recycling Institute (SRI)

Contact:

Mary Norton
Director, Public and Education Relations
680 Andersen Drive
Pittsburgh, PA 15220-2700
(800) 876-7274
(412) 922-2772
(412) 922-3213 (fax)

All questions about policies, procedures, and payments should be directed to:

Scholarship Program Administrators, Inc.
3314 West End Avenue, Suite 102
Nashville, TN 37203-0916

Description: The Steel Cycles Scholarship program offers high school seniors in selected states an opportunity to participate in a contest for $1,000 scholarships. Students may be asked to submit an essay on recycling or complete a project. The competition may vary from year to year. Eligible to apply for SRI Scholarships are high school seniors nominated by a three-member committee made up of the high school principal, the senior class guidance counselor, and a senior science teacher. Each senior high school in selected states may nominate one senior to compete for the scholarships.

How to Participate: In the winter of each year, the competition for the scholarships is announced in a mailing to high schools in the selected states. The mailing contains a memo to the high school guidance counselor about the selection of the nominee, an essay application form, a brochure on steel can recycling, and a brochure describing the scholarship.

Costs: None

Categories/ Content Areas: General problem solving, science

Ages/ Grade Levels: Seniors in high school

Status: National, but only the 21 selected states participate. The selected states may vary from year to year.

Time Commitment: The nominee is notified during the first week of February and must submit the completed application and entry requirements by the second week in March (about the 11th). Scholarship winners are notified by mid-May.

Resources Needed: Official entry form and a nomination

Awards/ Benefits: The Steel Recycling Institute awards up to 63 scholarships of $1,000 each. Each selected state is allocated up to three scholarships, which are applied toward education expenses at an accredited nonprofit college or university in the United States. Recipients may transfer from one institution to another and retain the awards. Scholarship recipients must enroll as full-time college students in the fall of the year in which the scholarships are awarded and continue in school for the entire academic year without interruption, barring illness, emergency, or military service. Scholarship recipients are responsible for making certain that their scholarship checks are delivered to their colleges.

COMPETITION: Stock Market Game

Contact:

Gloria Talamas
SMG National Director
120 Broadway
New York, NY 10271-0080
(212) 608-1500
(212) 618-0565
(212) 732-6096 (fax)

Description: The purpose of the Stock Market Game (SMG) is to provide teachers with a motivational tool to introduce students to basic principles of economics, finance, and capital formation. In addition, it exposes students to important life skills that will be beneficial in the workplace. Teachers use SMG as a simulation teaching exercise within many subject areas. The Stock Market Game has become an interdisciplinary approach to learning. In connection with an appropriate course, students form teams to compete against each other in 10-week sessions during the fall and spring of each year. The program allows each team to invest a hypothetical $100,000 in common stocks listed on the NASDAQ National Market and the New York and American Stock Exchanges. Student transactions are entered by optical scan sheets and processed weekly at various computer centers throughout the country. Teams are issued weekly statements on their portfolios, which include current holdings, brokerage fees, margin interest, and team rankings.

How to Participate: An adviser/teacher should contact Gloria Talamas, the SMG Director, for information. The appropriate registration forms and materials are provided.

Costs: About $15/team (three to five students per team)

Categories/ Content Areas: SMG's interdisciplinary approach to learning incorporates the following:

Social Studies. Citizenship, economics, government, world studies, U.S. history, geography, and behavioral sciences

Language Arts. Journalism, speaking, spelling, comprehension, reading, and vocabulary

Special Services. Students at risk, enrichment, adult education, remedial education, special education, and gifted education

Economics. Financial markets and institutions, corporations, markets, profit, investment, stocks, and industry

Business Education. Decision making, securities industry, business competition, record keeping, interpersonal skills, world of business, marketing, finance, and information process

Science. Tables, research, graphs, data collection, charts, and hypothesis

Mathematics. Ratios, decimals, estimation, fractions, calculation, amounts of money, basic computation, and percentages

The program also encourages creative thinking, self-esteem, responsibility, decision making, reasoning, sociability, and self-management.

Ages/ Grade Levels: The competition is divided into elementary, secondary, and adult groups. It is available for Grades 4 through 12.

Status: National, divided into geographical regions

Time Commitment: The competition lasts for 10 weeks during the fall and spring of each year.

Resources Needed: SMG registration form

Awards/ Benefits: At the end of the competition, award ceremonies are held to recognize winners, which are those teams whose portfolios have increased in market value by the greatest amount. The foundation awards $1,000 each year to the winner of the Frank L. McHugh Best District Award, honoring the district that has shown the strongest commitment to furthering the expansion of economic education, and especially the Stock Market Game. The foundation also provides the L. Massey Clarkson Jr. Stock Market Game of the Year Awards. The Clarkson awards are intended to encourage enhancement of the program, to give well-deserved recognition to exemplary SMG coordinators, and to share effective ideas There are two categories for application to the Clarkson awards. Category I is for SMG states with less than 1,500 teams and Category II is for SMG states with more than 1,500 teams.

COMPETITION:
Thomas Edison/Max McGraw Scholarship Program

Contact:

Dr. Kenneth R Roy
NSELA Executive Director
P.O. Box 380057
East Hartford, CT 06138-0057

Description: The Max McGraw Foundation and the National Science Education Leadership Association cosponsor a scholarship program that is open to all students in Grades 9 to 12 with an interest in science and/or engineering. The purpose of the program is to give recognition by awarding 10 scholarships to students who most nearly demonstrate the inventive genius of both Thomas Edison and Max McGraw. The 10 finalists present their projects before a panel of judges in efforts to compete for Grand Award scholarships. The ceremonial program takes place at the American Power Conference sometime in May.

How to Participate: All students in Grades 9 to 12 in public, private, and parochial schools in the United States, Canada, or other participating nation are eligible. Entries must include two copies of the following:

A proposal that may be an abstract of an already completed experiment or a project idea that deals with a practical application in the fields of science and/or engineering

A letter of recommendation from the student's teacher/sponsor that indicates how the student best exemplifies the creativity and ingenuity demonstrated by the life and work of inventors Edison and McGraw.

The proposal should be typed in standard English on 8 ½ × 11-inch paper, and it should not exceed 1,000 words or five pages; the letter of recommendation must not exceed two typewritten pages.

There is no formal entry form. The cover sheet of the proposal should contain the title of the entry, stu dent's name, home address, home telephone number, student's grade level, teacher/sponsor's name, name of school, school address, school telephone number, and name of local electric utility. Any entry not including all information is disqualified. Entries must be postmarked by the specified deadline (December 15).

Costs: Postage. All expenses for transportation, lodging, and meals at the judging site, in addition to a ceremonial program, are paid for the finalists.

Categories/ Content Areas: Science

Ages/ Grade Levels: Grades 9 to 12

Status: National

Time Commitment: The time it takes to prepare the project is up to the individual. The 10 finalists are notified of their selection about February 15. The ceremonial program takes place in May.

Resources Needed: Project materials

Awards/ Benefits: The two finalists selected as Thomas Edison/Max McGraw Grand Award Scholars receive $5,000 and

$3,000 scholarships, respectively. The eight remaining finalists receive $1,500 each. Awards are paid directly to the colleges or schools of their choosing, with funds held by the McGraw Foundation until the students graduate from high school. Certificates are awarded to the teachers/sponsors and the schools of the 10 finalists.

COMPETITION: TIVY Games, Inc., National TIVY Tournament

Contact:

Bernie McGowan
TIVY Games, Inc.
4341 Will Rogers Parkway
Oklahoma City, OK 73108
(405) 946-9706
(800) 922-TIVY
(405) 946-TIVY (8489) (fax)

Description: TIVY is a home and classroom activity. It is a checkers-like board game in play and appearance, but that's where the similarity ends. As players move their Tivots across the board, they use their strategy and critical thinking skills to create the highest scoring math problems while diverting their opponents from the high score goals. Then, they solve the created math problems to determine the winner.

The TIVY game set, for two to four players, includes 288 game combinations (2nd- through 9th-grade levels), each being progressively more challenging within the four levels: introductory, basic, advanced, and pro. TIVY was designed so students could be recognized and rewarded for their academic achievements, like athletes. The many contests during the school year provide recognition and reward, with the annual tournament as the grand finale.

TIVY features five crucial elements of successful education with positive encompassing effects:

1. *Strategy:* Planning moves to create the highest scoring math problems while incorporating blocks, traps, and forced moves to keep the opponent from their highest-scoring goals

2. *Critical thinking:* Thinking ahead and changing strategy as the game progresses; prepares the mind for multiple solutions
3. *Responsibility:* Supervising each other's compliance with the rules; proofing and approving the accuracy of opponent's math scores
4. *Attitude:* Maintaining a good attitude by completing the game like a winner, even when losing is apparent, and vowing to win next time, which instills a good attitude toward learning in general.
5. *Motivation:* Instilling the desire to learn "now," as students become aware of the immediate benefits (winning today!)—not having to wait months or years to understand the need to know

With multiple game sets, TIVY is ideal for total class participation. Students are motivated to compete individually, as teams, or as classes in school, district, state, and national tournaments where they are recognized and rewarded for their academic achievements. Piloted in 1991 in Oklahoma City Public Schools, and in 1992 in Detroit and Salt Lake City, TIVY incorporates the standards for mathematics curricula outlined by the National Council of Teachers of Mathematics. A study of Oklahoma City public school students has shown that students who participated in TIVY activities scored significantly higher on the Iowa Test of Basic Skills than those students who had not participated in the program.

How to Participate: Students must be TIVY Club members to participate in tournaments. TIVY Club chapters may be formed by any responsible adult or student leader as coach, with a minimum of 10 student members, Grades 4 to 9. The members may be public, private, parochial, or home school students in any combination. The students and their coaches are eligible to compete in TIVY-sponsored regional, state, and national tournaments for cash prizes, trophies, and other awards, provided the club is registered with TIVY at least 60 days prior to the tournament and has purchased a minimum of one TIVY game for every two members. Members receive a newsletter that contains tournament information.

Costs: Student membership, $12; TIVY game set, $24.95 plus $2.50 shipping and handling; no cost for members to enter tournaments

Categories/ Content Areas: Mathematics

Ages/ Grade Levels: Grades 4 to 9

Status: National (27 states in 1994)

Time Commitment: The national tournament is a full-day tournament held on the last Saturday in April.

Resources Needed: TIVY Club membership and TIVY game set

Awards/ Benefits: Students and their coaches compete for cash awards, trophies, and other awards. The prize structure varies, based on sales of TIVY games during the year. Prizes awarded at each grade level in a recent year were as follows: first place, $250 plus trophy; second place, $125; third place, $75; fourth place, $50. The registered coaches of winning students receive matching prizes. In addition, trophies are awarded to the top four schools.

COMPETITION: USA Computing Olympiad

Contact:
USACO
c/o Dr. Donald T. Piele
University of Wisconsin, Parkside
Kenosha, WI 53141-2000
(414) 595-2231
(414) 595-2056 (fax)
E-mail: piele@cs.uwp.edu

Description: USACO's goal is to select a team of four students to represent the United States in the International Olympiad in Informatics (IOI), an international contest similar to the Math, Physics, and Chemistry Olympiads. The USACO committee uses three rounds to select the U.S. team: the qualifying round in February, the competition round in March, and the final round in late May or early June at the University of Wisconsin, Parkside.

In the qualifying round, individual students work on a set of four to five problems—without strict time limits—and present their solutions to a local contest coordinator (usually a teacher). All programs must be written by individual students working alone. This round lets students decide for themselves if they feel they are at the level of programming ability necessary to compete in the next round. In this round, judging is left up to the local coordinator. USACO may be contacted if no teacher is available. The coordinator is responsible for running the programs against the test files supplied to see if the output is correct. Any student who can solve two or more of the qualifying round problems may advance to the competition round. The results from the qualifying round are submitted on disk to the USACO.

The competition round is a supervised, 5-hour event administered by the local coordinator on a specified date. The students' work is returned to the University of Wisconsin, Parkside, and graded by a team of judges. The source code for the programs must be submitted on an IBM compatible or Macintosh disk and must use one of the official languages allowed by IOI (Pascal, C/C++, or Quick Basic). The top 12 to 16 competitors, as determined by the judges, advance to the final round.

The final round is an intensive week-long program that ends in the selection of four team members to represent the United States at the International Olympiad in Informatics. It is held at the University of Wisconsin, Parkside, in Kenosha, Wisconsin. All expenses, including airfare, are paid for the students selected for the final round. The USACO is very competitive, and students who have participated in the International Computer Problem Solving Challenge (ICPSC) or the American Computer Science League for a few years have a better chance of being successful.

How to Participate: Teachers may register their schools as USACO sites by completing the official registration form, available from the above address. If a school is on the USACO mailing list, it will automatically receive the qualifying round problems as well as a newsletter containing information about the USACO, the IOI, and the ICPSC.

Costs: There is no cost to enter the qualifying round. The competition round is $10 per entry.

Categories/ Content Areas:	Computers
Ages/ Grade Levels:	Secondary school
Status:	National
Time Commitment:	The qualifying and competition rounds involve several hours of work. The final round takes place over a 1-week period.
Resources Needed:	Newsletter and registration form
Awards/ Benefits:	Students qualifying for the final round receive an all-expenses-paid trip to the finals at the University of Wisconsin, Parkside. The USACO pays travel expenses to the International Olympiad for the four students selected to the U.S. team. all-expenses in the host country are paid for by that country.

COMPETITION: Very Special Arts Young Playwrights Program

Contact:

Young Playwrights Coordinator
Very Special Arts Education Office
The John F. Kennedy Center for the Performing Arts
Washington, DC 20566
(202) 628-2800
(202) 737-0645 (TDD)

Description: Very Special Arts, an international organization dedicated to providing arts programs for people with disabilities, has sponsored the Young Playwrights Program since 1984. Every year, young writers from across the country are invited to submit scripts that serve to heighten public awareness about the needs and rights of people with disabilities. After being screened by drama professionals associated with Very Special Arts, between 5 and 10 scripts are selected as finalists. A panel of award-winning directors and playwrights reads them to select one or two for performance at the John F. Kennedy Center for the Performing Arts.

How to Participate: Any student between the ages of 12 and 18 may submit a script that incorporates or addresses some aspect of a disability. Entries may be the work of an individual or a group of students. Previous Young Playwright Award recipients are not eligible. Students with and without disabilities are encouraged to participate. Scripts must address the issue of disability. Students may want to write from their own experience, or they may want to write about some experience in the life of another person. The theme, setting, and style are the choice of the playwright. Three typewritten copies of each script must be submitted to the above address by the deadline for entries. The following information about each playwright must be included with the play: name, date of birth, address, telephone number, school name and address, teacher's name, and a 250-word biographical description.

Costs: None

Categories/ Content Areas: Drama, language arts

Ages/ Grade Levels: Secondary schools (ages 12 to 18)

Status: National

Time Commitment: Considerable time is required to write the play script.

Resources Needed: Teachers may write to obtain information about the program and a teacher's guide and related materials. Individual students may also write for information.

Awards/ Benefits: Playwrights whose work is chosen, along with their chaperons, travel to Washington, DC, as guests of Very Special Arts to participate in rehearsals and to be honored at the premiere production of their play at the John F. Kennedy Center for the Performing Arts. Every student who submits a script receives a certificate of participation in the Young Playwrights Program.

COMPETITION: Veterans of Foreign Wars, Voice of Democracy Program

Contact:

Gordon R. Thorson
Director, Youth Activities & Safety
406 W. 34th Street
Kansas City, MO 64111
(816) 756-3390
(816) 968-1117 (Kris Harmer)

Description: The Voice of Democracy program is a national audio essay competition designed to give 10th-, 11th-, and 12th-grade high school students the opportunity to voice their opinions about their responsibility to their country. Each year, the program centers on a specific theme, such as My Commitment to America, the 1993-1994 contest topic. The program is conducted annually during the fall term of the school year.

All eligible students are judged on their interpretation of the program theme. A positive approach should be used to express the entrant's viewpoint. The finished written essay cannot take less than 3 minutes nor longer than 5 minutes to deliver. Delivery should be on cassette tape and in a natural style. Voice should be normal and conversational, not oratorical. The essay should be spoken in English with no background music or other enhancement. When preparing and presenting the final written and recorded essay, care must be taken not to refer to the entrant's race, national origin, disabilities, or identification with a city, state, or school.

How to Participate: Interested students can encourage their schools to take part by asking a teacher to contact the local Veterans of Foreign Wars post and get full details on the program. A competition must be sponsored by a VFW post, and the cooperation of the school is vital to a successful competition.

The program is launched in May with a mailing that announces the theme and a student brochure that lists the national scholarship awards (duplicate mailing in August). The brochure contains basic program information designed specifically to interest young people in participating. The mailing is sent to school principals, radio/TV broadcasters, and VFW commanders and auxiliary presidents at all levels. In August, the *VOD Program Book* containing all the information necessary to promote, conduct, and compete in a VFW post Voice of Democracy program is mailed to VFW post commanders for personal distribution by their chairmen to participating high schools.

To be eligible to compete, students must be in the 10th, 11th or 12th grade in a public, private, or parochial high school in the United States or an American high school overseas. Former first-place state winners, exchange students, and adults are not eligible to compete. All school entries or the school winner's tape, script, and entry form should be delivered by the specified deadline (mid-November), except where prior arrangements have been made between the school and the sponsoring post/auxiliary.

A panel of at least five judges is always recommended. Local members of the VFW and its ladies auxiliary, who may be familiar with their schools, teachers, and students, should not serve as judges. Men and women with backgrounds in broadcasting, teaching, journalism, or related professions increase the dimension of the judging and are knowledgeable and familiar with proper judging practices.

This program is not intended to be a speech competition, and judges should not require a participant to give an oral/personal presentation. All entries should be judged on the quality of their tape-recorded message. Point values are assigned as follows: Delivery = 20 points; Originality = 40 points; and Content = 40 points, for a maximum of 100 points.

The post chairman in charge of the local competition should know the program; coordinate with auxiliary; order materials; contact schools, radio, TV, and newspapers; let others know; select judges; communicate and coordinate all deadlines; know chairmen; and give recognition.

Costs: Price of the cassette and postage

Categories/ Content Areas: Government, civics, history, debate/language arts, social studies, speech

Ages/ Grade Levels: Grades 10 to 12 in a public, private, or parochial high school

Status: National, plus American schools overseas (dependents of U.S. military or U.S. civilian personnel can participate)

Time Commitment: Deadlines for completion of programs and judging:

School/post competition	By mid-November
District	Mid-December, but not before the week after the school/post program
Department	Within first 2 weeks of January (by Jan. 10)
Material to national headquarters	No later than mid-January (by Jan. 15)

Resources Needed: Resource materials are available from the local VFW post.

Awards/ Benefits: Numerous opportunities exist to win scholarships and awards in your community. Most VFW posts/auxiliaries offer monetary awards to program participants who place in their school competition. The following scholarships are offered to the national student finalists (total as of June 1, 1993):

First place	$20,000
Second place	$15,000
Third place	$10,000
Fourth place	$5,500
Fifth place	$4,000
Sixth and seventh place	$3,000
Eighth place	$2,500
Ninth place	$2,000
Tenth to Fourteenth place	$1,500

Fifteenth to Thirtieth place	$1,000

All department (state) winners are given additional opportunities:

Trip to Washington, DC Each department winner receives an all-expenses-paid trip to Washington, DC Five days of tours, theaters, visits to monuments, meetings with heads of state and often the President or Vice President of the United States. The national judging is held in Washington, DC, prior to the students' arrival, and the winners are announced at a special reception.

Trip to American Academy of Achievement. The American Academy of Achievement normally invites each department winner to the Banquet of the Golden Plate and Salute to Excellence Weekend held the last weekend in June at a selected site. Each department (state) arranges sponsorship for its department Voice of Democracy winner to attend the program. Each year, VFW sponsorship has been arranged for all the students by their respective departments; national headquarters sponsors the first-place national winner.

National scholarships. These are paid directly to the university, college, or appropriate school selected by recipients. Disbursement is made upon receipt of proper notice from the college, certifying that the recipient has been accepted and is enrolled. All scholarship monies are held in escrow at national headquarters and disbursed as needed until the account is totally withdrawn. The funds may be used for tuition, books, laboratory fees, and/or other items relating specifically to the student's formal education. Clothing, room and board, and pocket money are not considered authorized expenditures.

COMPETITION: Westinghouse Science Talent Search

Contact:
Karen Richardson, Public Relations or
Karen Roydon, Science Service Youth Programs
1719 N Street, N.W.
Washington, DC 20036
(202) 785-2255
(202) 785-1243 (fax)

Description: For more than 50 years, the Westinghouse Science Talent Search has identified and rewarded top students and encouraged untold thousands of others to purse careers in science, engineering, and mathematics. Each year, about 1,600 high school seniors complete independent research projects and submit written reports on their findings. The projects typically are in the fields of physical sciences, behavioral and social sciences, engineering, mathematics, or biological sciences.

How to Participate: Primary emphasis is placed on a written report of an independent science, mathematics, or engineering research project. An entry form, designed to elicit evidence of creativity and interest in science, is also required, along with a high school transcript, recommendations, and standardized test scores. The research project must be the work of a single individual. Group projects are not eligible. Three hundred semifinalists are selected from the entries received (usually about 1,600) after careful evaluation by a team of more than 20 evaluators and judges specializing in a variety of scientific disciplines. Forty finalists are then selected from the semifinalists and invited to Washington, DC, for final judging by a board of eight distinguished scientists.

Costs: Materials for the research project, entry form

Categories/ Content Areas: Physical sciences, behavioral and social sciences, engineering, biological sciences/mathematics, science

Ages/Grade Levels: Secondary school

Status: National

Time Commitment: Entry materials are available on request beginning in mid-August. The deadline for entries is December 1. The 300 semifinalists are announced in mid-January, and the 40 finalists are announced near the end of that month. The 5-day trip to Washington, DC, for an exhibition of projects, selection of top scholarship winners, and awards ceremony takes place in early March.

Resources Needed: Materials for the science project, entry form

Awards/ Benefits: The 300 semifinalists receive recommendations to colleges and universities for admission and financial assistance and certificates of achievement (for students and teachers), as well as a sense of accomplishment and a measure of self-esteem that come from finishing a hard assignment. The top 40 finalists also receive a 5-day all-expenses-paid trip to Washington, DC, for the final judging and a chance to share $205,000 in scholarships. These scholarships are as follows:

One $40,000 scholarship ($10,000 per year for 4 years)
One $30,000 scholarship ($7,500 per year for 4 years)
One $20,000 scholarship ($5,000 per year for 4 years)
Three $15,000 scholarships ($3,750 per year for 4 years)
Four $10,000 scholarships ($2,500 per year for 4 years)
Thirty $1,000 scholarships (payable upon matriculation)

COMPETITION: WordMasters Challenge

Contact:

Nancy McGrath
213 E. Allendale Avenue
Allendale, NJ 07401
(201) 327-4201
(201) 327-6219 (fax)

Description: A national contest for students in Grades 3 to 8 that encourages growth in vocabulary and verbal reasoning. This contest addresses higher level word comprehension and logical abilities, such as those measured for high school students by the new verbal SAT. Unlike the other language arts meets for this age group, which concentrate on grammar, punctuation, spelling, and other language mechanics, WordMasters challenges students to complete analogies based on relationships among words they have learned. These analogies are included in special vocabulary tests drawn up for each grade level by experienced teachers, which participants are encouraged to study before each meet. The meets are held at the participants' schools.

How to Participate: The enrollment form must be completed and returned by the specified deadline, near mid-October. The challenge is offered in two divisions at each grade level. The Blue Division is suitable for students of average to above-average reading and reasoning abilities; the Gold Division is suitable for students (such as those in gifted and talented programs) who have clearly superior abilities. A separate set of awards is issued to each division. A school may enter grade-level teams in both divisions. At appropriate intervals, WordMasters sends each participating school a master of each vocabulary list and a master of each grade-level contest for which the school enrolls. These materials may be duplicated as necessary. The contest representative (teacher) corrects the contest, using answer keys provided by WordMasters. After each contest, the names and results of the 10 highest-scoring participants at each grade level are submitted to WordMasters on an official form that is pro-vided along with other contest materials. The sum of these top 10 scores is the team score.

Costs: The basic entry fee for the WordMasters Challenge is $50 per grade level. The fee entitles each school to a grade-level series of three analogies meets (preceded by three vocabulary lists) and to a set of awards. A set of demonstration analogies can be ordered for an additional $7. For schools enrolling in both the Blue and Gold divisions, the fee is $80 per grade. In addition, districts enrolling five or more schools in the challenge are given an overall discount of 10%. Districts enrolling 10 or more schools are given a discount of 20%.

Categories/ Content Areas: Vocabulary, verbal reasoning/language arts

Ages/Grade Levels: Grades 3 to 8

Status: National

Time Commitment: At each grade level, the contest consists of three 20-minute analogy-solving meets. Usually the meets are scheduled for December, February, and April. Two weeks before each meet, students are given a list of 25 challenging vocabulary words. The amount of time spent preparing for each meet is up to the individual.

Resources Needed: Official enrollment form, vocabulary lists, demonstration analogies.

Awards/ Benefits: In March, each school receives medals and certificates to be awarded to the highest-achieving students at the end of the year. After each meet, schools also receive a report summarizing that meet's results and announcing the team and individual leaders at each grade level and in each division. A year-end report announces the cumulative winners.

WordMasters Challenge addresses higher level word comprehension and logical abilities. Excellence in the meet requires both a mastery of the meanings of the new words (of a difficulty appropriate to each age group) and thoughtful reasoning about the relationships between these words expressed in the contest's analogies.

COMPETITION: Young Playwrights Festival

Contact:

Gloria Cahill, Education Director
Young Playwrights, Inc.
321 W. 44th Street, Suite 906
New York, NY 10036
(212) 307-1140

Description: Since 1981, Young Playwrights, Inc., has been giving young people a place to be heard. Writers age 18 or younger (as of the October 15 submission deadline) from all over the United States are invited to submit their plays to the Young Playwrights Festival. All plays submitted are read and evaluated in writing by a theater professional. Selected plays are produced off-Broadway in the Young Playwrights Festival. Young Playwrights pays for the writer to work with them from the first audition to opening night. Young Playwrights also offers the TEACHING ON YOUR FEET! Teacher Training Institute, a hands-on training program that prepares edu-cators nationwide to teach playwriting in the classroom, as well as WRITING ON YOUR FEET! Playwriting Workshops led by professional playwrights in your own school.

How to Participate: Playwrights must be 18 or younger (as of the October 15 deadline). Rules include:

Style, subject, and length are up to the writer. Scripts must be original. No screenplays, musicals, or adaptations.

Collaborations are permitted, but all writers must be 18 or younger. Collaborations by more than three writers are discouraged.

Scripts must be typed and stapled, with numbered pages.

Scripts must be submitted by the author, not by a teacher or parent.

The title page must list name, date of birth, complete home address, and telephone number.

Entrants may submit original script and a copy. Scripts are not returned.

Mail plays (postmarked by October 15) to Department P at the address above.

If submissions are not ready for the deadline, submissions will gladly be accepted for the next year's competition, starting in the following summer.

Costs: None

Categories/ Content Areas: Drama

Ages/ Grade Levels:	Age 18 or younger
Status:	National
Time Commitment:	Considerable time is involved in producing the play/script.
Resources Needed:	Up-to-date registration information is available from the above address.
Awards/ Benefits:	Selected playwrights participate in the professional production of their plays in New York City and also receive transportation, housing, and a royalty. All entrants also receive written evaluations of their plays.

4

Finding Other Programs for Gifted Students

Getting Access to Other Competitions

As we stated in Chapter 1, this book does not contain an exhaustive list of competitions that are available to bright children and youth. We made the decision to exclude state programs and contests that are strictly local. In this chapter, we offer suggestions for finding out about other contests.

If you are interested in other sources for programs, you may wish to contact your local Chamber of Commerce for a list of community organizations in your area. Some of them sponsor local and state competitions. Although these are not included in this book, many of them are worthy of consideration. In addition, this list will give you a guide to national officials in organizations, people who may be helpful if you wish to participate in the national competition the organization sponsors.

You may wish to contact your state Department of Education. Personnel in that agency may be aware of competitions that are available in your state. Many of them were very helpful to us in our search for information. Furthermore, they may be able to assist you in locating school personnel who are familiar with various competitions and/or help you find districts that are involved in specific competitions. A listing of the addresses of the state departments of education is included in this chapter, as well as a list of names and addresses of the national offices of some community organizations.

For some ideas for more local and state contests, watch your local newspaper for ideas. They may even offer contests themselves. If you live in a rural area, you may also occasionally search newspapers from the nearest large metropolitan area. Ask your local library or university professors for ideas. Sometimes they offer contests or know about others. Finally, ask, ask, ask. You never know who might know about local or state contests in your area of interest.

Despite our efforts to compile a comprehensive listing of the national competitions, we know that some have been overlooked. We ask you to help by sending us information on programs that are not in this book. Also, if you have questions about anything in the book, please contact one of us. We hope you will profit from our ideas and compete with joy for many years to come.

Mary K. Tallent-Runnels
Texas Tech University
College of Education
Box 41071
Lubbock, TX 79409-1071
(806) 742-2338
(806) 742-2179 (fax)
G8MKT@ttacs1.ttu.edu

State Departments of Education

ALABAMA

State Department of Education
349 State Office Building
Montgomery, AL 36130-3901
(205) 261-5060

ALASKA

State Department of Education
P.O. Box F, Alaska
Office Bldg.
Juneau, AK 99811
(907) 465-2810

ARIZONA

Arizona Department of Education
1535 West Jefferson
P.O. Box 25609
Phoenix, AZ 85007
(602) 255-4368

ARKANSAS

Arkansas Department of Education
No. 4 State Capitol Mall
Room 103B
Little Rock, AR 71102-1071
(501) 682-4224

CALIFORNIA

State Department of Education
1819 9th Street
Sacramento, CA 94244-2700
(916) 445-7254

COLORADO

Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 866-6628

CONNECTICUT

State Department of Education
P.O. Box 2219
Hartford, CT 06145
(203) 566-4561

DELAWARE

Department of Public Instruction
P.O. Box 1402
Townsend Building
Dover, DE 19903
(302) 736-4688

DISTRICT OF COLUMBIA

District of Columbia Public Schools
Room 1004, 415
12th Street, N.W.
Washington, DC 20004-1994
(202) 724-4230

FLORIDA

Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-2317

GEORGIA

Georgia Department of Education
1452 Twin Towers East
Atlanta, GA 30334
(404) 656-2406

HAWAII

Administrator/Office of Personnel
Services
State Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 548-5215

IDAHO

State Department of Education
Len B. Jordan Office Building
Boise, ID 83720
(208) 334-3475

ILLINOIS

Illinois State Board of Education
100 N. First Street
Springfield, IL 62777
(217) 782-2805

INDIANA

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
(317) 269-9715

IOWA

State Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3245

KANSAS

State Department of Education
Capitol Plaza Tower
500 Metro St.
Topeka, KS 66612
(913) 296-2288

KENTUCKY

State Department of Education
18th Floor, Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4606

LOUISIANA

State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3490

MAINE

State Department of Education
State House Station 23
Augusta, ME 04333
(207) 289-5944

MARYLAND

State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2142

MASSACHUSETTS

State Department of Education
Quincy Center Plaza
1385 Hancock Street
Quincy, MA 02163
(617) 770-7517

MICHIGAN

State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-1926

MINNESOTA

State Department of Education
616 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-2046

MISSISSIPPI

State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3483

MISSOURI

State Department of Education
Jefferson Building
7th Floor
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3486

MONTANA

Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-3150

NEBRASKA

State Department of Education
301 Centennial Mall South
Box 94987
Lincoln, NE 68509
(402) 471-2496

NEVADA

State Department of Education
400 W. King Street
Carson City, NV 89710
(702) 885-3116

NEW HAMPSHIRE

State Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-2407

NEW JERSEY

State Department of Education
3535 Quakerbridge Road, CN 503
Trenton, NJ 08625-0503
(609) 588-3100

NEW MEXICO

State Department of Education
DeVargas and Don Gasper Street
State Capitol Complex
Room 105
Santa Fe, NM 87501-2786
(505) 827-6581

NEW YORK

Cultural Education Center
Room 5A-11
Nelson Rockefeller Empire State Plaza
Madison Avenue
Albany, NY 12230
(518) 474-3901

NORTH CAROLINA

State Department of Public Instruction
116 W. Edenton Street
Raleigh, NC 27603-1712
(919) 733-4125

NORTH DAKOTA

State Department of Public Instruction
State Capitol, 9th Floor
600 East Blvd.
Bismarck, ND 58505
(701) 224-2264

OHIO

State Department of Education
Ohio Department Building
Room 1012
65 South Front St.
Columbus, OH 43266-0308
(614) 466-3593

OKLAHOMA

State Department of Education
Hodge Education Building
2500 N. Lincoln Boulevard
Oklahoma City, OK 73105-4599
(405) 521-3337

OREGON

Teacher Standards and Practices
Commission
630 Center Street, N.E., Suite 200
Salem, OR 97310-3782
(503) 378-3586

PENNSYLVANIA

Department of Education
333 Market Street
3rd Floor
Harrisburg, PA 17126-0333
(717) 787-2967

PUERTO RICO

Department of Education
Box 759
Hato Rey, PR 00919
(809) 753-1168

RHODE ISLAND

State Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02908
(401) 277-2675

SOUTH CAROLINA

State Department of Education
1015 Rutledge, Room 1004
Columbia, SC 20201
(803) 734-8464

SOUTH DAKOTA

Division of Elementary and Secondary Education
Kneip Office Building
700 Governor's Drive
Pierre, SD 57501-2291
(605) 773-3553

TENNESSEE

State Department of Education
125 Cordell Hull Building
Nashville, TN 37219
(615) 741-1644

TEXAS

Texas Education Agency
William B. Travis State Office Building
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-8976

UTAH

Instruction and Support Section
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7820

VERMONT

State Department of Education
120 State St.
Montpelier, VT 05602
(802) 828-2445

VIRGINIA

Department of Education
Box 60, James Monroe Building
Richmond, VA 23216
(804) 225-2094

VIRGIN ISLANDS
St. Croix District

Department of Education
Nos. 21, 22, & 23 Hospital Street
St. Croix
Virgin Islands 00820
(809) 773-1095

VIRGIN ISLANDS
St. Thomas/ St. John District

Department of Education
St. Thomas
Virgin Islands 00801
(809) 774-0100

WASHINGTON

Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504-3211
(206) 753-6773

WEST VIRGINIA

State Department of Education
Capitol Complex, Room B-330
Building 6
Charleston, WV 25305
(304) 348-7010

WISCONSIN

State Department of Public Instruction
125 S. Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-1027

WYOMING

State Department of Education
Hathaway Building
Cheyenne, WY 82002-0050
(307) 777-6261

Community Organizations

Altrusa International

332 S. Michigan Avenue No. 1123
Chicago, IL 60604
Contact:
William H. Jepson, Executive Director
(312) 427-4410
(312) 427-8521 (fax)

American Association of University Women

1111 16th Street, N.W.
Washington, DC 20036
Contact:
Anne L. Bryant, Executive Director
(202) 785-7700
(202) 872-1425 (fax)

American Business Women's Association

9100 Ward Parkway
P.O. Box 8728
Kansas City, MO 64114
Contact:
Carolyn B. Elman, Executive Director
(816) 361-6621
(816) 361-4991 (fax)

American Ex-Prisoners of War

3201 E. Pioneer Parkway No. 40
Arlington, TX 76010
Contact:
Clydie J. Morgan, Adjutant
(817) 649-2979
(817) 649-0109 (fax)

American Federation of Police (AFP)

3801 Biscayne Boulevard
Miami, FL 33137
Contact:
Gerald S. Arenberg, Vice President
(305) 573-0070
(305) 573-9819 (fax)

American Hotel and Motel Association (AH&MA)

1201 New York Avenue, N.W.
Suite 600
Washington, DC 20005
Contact:
Kenneth F. Hine, President and CEO
(202) 289-3100
(202) 289-3199 (fax)

American Legion

c/o Public Relations Division
700 N. Pennsylvania Street
Indianapolis, IN 46204
Contact:
Robert W. Spanogle, National Adjutant
(317) 635-8411

American Mensa

2626 East 14th Street
Brooklyn, NY 11235
Contact:
Sheila Skolnik,
Executive Director
(718) 934-3700

American Nurses Association

600 Maryland Avenue, S.W.
Suite 100 W
Washington, DC 20024-2571
Contact:
Shirley A. Girouard, PhD
(202) 554-4444
(202) 554-2262 (fax)

American Society of Safety Engineers

1800 E. Oakton Street
Des Plaines, IL 60018
Contact:
Judy T. Neel, CAE, Executive Director
(708) 692-4121
(708) 296-3769 (fax)

American Women's Society of Certified Public Accountants (AWSCPA)

401 N. Michigan Avenue
Chicago, IL 60611
Contact:
Bonnie Kampa, Executive Director
(312) 644-6610
(312) 321-6869 (fax)

Association of Junior Leagues International

660 First Avenue
New York, NY 10016
Contact:
Holly Sloan, Executive Officer
(212) 683-1515
(212) 481-7196

Beta Sigma Phi

1800 W. 91st Place
Box 8500
Kansas City, MO 64114
Contact:
John J. Ross, President
(816) 444-6800
(800) 821-3989
(816) 333-6206 (fax)

Chamber of Commerce of the United States

1615 H Street, N.W.
Washington, DC 20062-2000
Contact:
Dr. Richard L. Lesher, President
(202) 659-6000
(202) 463-5836 (fax)

Council of State Chambers of Commerce

122 C Street, N.W., Suite 330
Washington, DC 20001
(202) 484-8103
(202) 737-4806 (fax)

Democratic National Committee

430 Capitol Street, S.E.
Washington, DC 20003
Contact:
Ronald H. Brown, Chairman
(202) 863-8000

Disabled American Veterans

P.O. Box 14301
Cincinnati, OH 45250-0301
Contact:
Denvel D. Adams, National Adjutant
(606) 441-7300

Federation of Eastern Stars (FES)

P.O. Box 02098
Detroit, MI 48202
Contact:
Lucille F. McCants, President
(313) 894-0790

Federation of Masons of the World (FMW)

1017 E. 11th Street
Austin, TX 78702
Contact:
M. J. Anderson, Sr., Board Chairman
(514) 477-5380

Financial Women International

7910 Woodmont Avenue
Bethesda, MD 20814
Contact:
Sylvia Straub
Executive Vice President
(301) 657-8288
(301) 913-0001 (fax)

Hispanic National Bar Association

111 E. Wacker Drive, No. 500
Chicago, IL 60601
Contact:
Robert J. Ruiz, President

Hispanic Organization of Professionals and Executives (HOPE)

87 Catoctin Court
Silver Spring, MD 20906
Contact:
Stanley Valadez, Executive Director
(301) 598-2535

Hispanic Society of America

613 W. 155th Street
New York, NY 10032
Contact:
Theodore S. Beardsley, Jr., Director
(212) 926-2234

Imperial Council of the Ancient Arabic Order of the Nobles of the Mystic Shrine for North America (SHRINERS)

P.O. Box 31356
Tampa, FL 33631-3356
Contact:
Charles G. Cumpstone, Jr.
Executive Director
(813) 281-0300
(813) 281-8174 (fax)

International Council of Aircraft Owner and Pilot Associations (IAOPA)

421 Aviation Way
Frederick, MD 21701
Contact:
Steven J. Brown, Secretary General
(301) 695-2221
(301) 695-2375 (fax)

ITC Trial Lawyers Association

601 13th Street, N.W.
Washington, DC 20005
Contact:
Sandra S. Sellers, President
(202) 783-5070
(202) 783-2331 (fax)

Kiwanis International

3636 Woodview Terrace
Indianapolis, IN 46268-3196
Contact:
Kevin Krepinevich, Secretary
(317) 875-8755
(317) 879-0204 (fax)

League of Women Voters of the United States

1730 M Street, N.W.
Washington, DC 20036
Contact:
Gracia Hillman, Executive Director
(202) 429-1965

Lions Club International

300 22nd Street
Oak Brook, IL 60521
Contact:
Mark C. Lukas
Executive Administrator
(708) 571-5466

Military Order of the Purple Heart of the USA

5413-B Backlick Road
Springfield, VA 22151
Contact:
Michael B. Prothero
(703) 642-5360
(703) 642-2054 (fax)

National American Business Clubs

P.O. Box 5127
High Point, NC 27262
Contact:
Joe Copeland, Executive Director
(910) 869-2166
(910) 887-8451 (fax)

National Association of Legal Secretaries (NALS)

2250 E. 73rd Street Suite 550
Tulsa, OK 74136
Contact:
Stan D. Orr, Executive Director
(918) 493-3540
(918) 493-5784 (fax)

National Association of Purchasing Management

2055 E. Centennial Circle
P.O. Box 22160
Tempe, AZ 85285-2160
Contact:
R. Jerry Baker
Executive Vice President
(602) 752-6276
(800) 888-6276
(602) 752-7890 (fax)

National Association of Retired Federal Exployees

1533 New Hampshire Avenue
Washington, DC 20036
Contact:
Charles W. Carter, President
(202) 234-0832
(202) 797-9698 (fax)

National Association of Women in Chambers of Commerce (NAWCC)

P.O. Box 4552
Grand Junction, CO 81502-4552
Contact:
Marie Davis Shope
Corporate Secretary-Treasurer
(303) 242-0075

National Chamber of Commerce of Women (NCCW)

10 Waterside Plaza, Suite 6H
New York, NY 10010
Contact:
Maggie Rinaldi,
Executive Director
(212) 685-3454

National Federation of Business and Professional Women's Clubs, Inc. of the USA

2012 Massachusetts Avenue, N.W.
Washington, DC 20036
Contact:
Barbara Sido
Deputy Executive Director
(202) 293-1100

National PTA/National Congress of Parents and Teachers

330 N. Wabash Street, Suite 2100
Chicago, IL 60611-3604
Contact:
Kathryn Whitfill, President
(312) 670-6782
(312) 670-6783 (fax)

National Restaurant Association (NRA)

1200 17th Street, N.W.
Washington, DC 20036
Contact:
William P. Fisher
Executive Vice President
(202) 331-5900
(202) 331-2429 (fax)

National Society to Prevent Blindness (NSPB)

500 East Remington Road
Schaumburg, IL 60173
Contact:
Robert Bolan, Executive Director
(708) 843-2020
(708) 843-8458 (fax)

National Society, Daughters of the American Revolution

1776 D Street, N.W.
Washington, DC 20006-5392
Contact:
Mrs. Donald S. Blair
President General
(202) 628-1776
(202) 879-3252 (fax)

Optimist International

4494 Lindell Boulevard
St. Louis, MO 63108
Contact:
Richard Arnold
Executive Director
(314) 371-6000
(314) 371-6006 (fax)

Republican National Committee

310 1st Street, S.E.
Washington, DC 20003
Contact:
Clayton Yeutter, Chairman
(202) 863-8500
(202) 863-8820 (fax)

Rotary International

1 Rotary Center
1560 Sherman Avenue
Evanston, IL 60201
Contact:
Spencer Robinson, General Secretary
(708) 866-3000
(708) 328-8554 (fax)

Society for Creative Anachronism

5906 Hellman Avenue
Los Angeles, CA 90042
Contact:
K. Joe Gossett
(213) 344-0773

Soroptomist International

1616 Walnut Street, Suite 700
Philadelphia, PA 19103
Contact:
Leigh Wintz, Executive Director
(215) 732-0512
(215) 732-7508

The Heritage Foundation (THF)

214 Massachusetts Avenue, N.E.
Washington, DC 20002
Contact:
Edwin J. Feulner, Jr., President
(202) 546-4400

Toastmasters International

P.O. Box 9052
Mission Viejo, CA 92690
Contact:
Terrence J. McCann
Executive Director
(714) 858-8255
(714) 858-1207

TOPS

4575 S. 5th Street
P.O. Box 07360
Milwaukee, WI 53207
Contact:
Esther Manz, President
(414) 482-4620
(800) 932-8677

U.S. Junior Chamber of Commerce (USJC)

P.O. Box 7
4 W. 21st Street
Tulsa, OK 74102-0007
Contact:
Steve Lawson
Executive Vice President
(918) 584-2481
(918) 584-4422 (fax)

United Daughters of Confederacy

328 North Boulevard
Richmond, VA 23220-4057
Contact:
Ms. Marion Giannasi
Executive Secretary
(804) 355-1636

United Four-Wheel Drive Association (affiliated with March of Dimes)

4505 W. 700 S.
Shelbyville, IN 46176
Contact:
Randy Meusling, President
(800) 448-3932
(800) 44UFWDA
(317) 729-5930 (fax)

Veterans of Foreign Wars of the United States

200 Maryland Avenue, N.E.
Washington, DC 20002
Contact:
James D. Bowden
Quartermaster General
(202) 543-2239
(202) 543-6719 (fax)

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Academic Competitions for Gifted Students

A Resource Book for Teachers and Parents

Mary D. Tallent-Runnels
Ann C. Candler-Lotven
Texas Tech University, Lubbock

"A great resource for teachers of the gifted! The focus on academics, characteristics of good competitions, and useful tips on selecting the right competitions makes it unique and valuable. In addition to listing available competitions, this book will help parents and teachers minimize problems and maximize benefits of academic competitions for gifted learners."

Jan Fall, GATE Coordinator
Rochester Public Schools, Minnesota

"This book is so teacher friendly! Teachers can select from many disciplines an area of interest for a child who needs acceleration or enrichment. The programs are listed and described with all of the information necessary for an educator to contact various organizations. The section concerning how to handle competitive situations with gifted and talented children is well researched and informative. I would like for every teacher in our district who serves gifted students to have a copy of this book."

Janice Thomas, GT Specialist
Lubbock ISD, Texas

Here is a resource book that will help you make better-informed choices to help gifted students experience the joys of competing. Not only do the authors help teachers and parents find information on many academic competitions for gifted students, but they also offer tips on how to evaluate, enroll in, and implement the programs. The authors' primary focus is achieving the greatest benefit for gifted students in light of their strengths and weaknesses.

This handy reference covers content and interest areas for students from kindergarten through 12th grade and is also a valuable text for professors teaching courses in gifted education. A resource no school or district should be without!

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